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A COMPARISON OF THE INTERCULTURAL SENSITIVITY  
LEVELS OF HIGH SCHOOL PRINCIPALS AND THEIR  
STUDENTS IN SELECTED INTERNATIONAL HIGH  
SCHOOLS AND NORTH AMERICAN  
PUBLIC HIGH SCHOOLS

by

Thomas James Penland

A Dissertation submitted to  
the Faculty of The Graduate School at  
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PENLAND, THOMAS JAMES, Ed.D. A Comparison of the Intercultural Sensitivity Levels of High School Principals and their Students in Selected International High Schools and North American Public High Schools. (1996) Directed by Dr. Lee Bernick and Dr. Dale Brubaker. pp. 178

The problem addressed by this study is the lack of knowledge concerning the relationship between levels of intercultural sensitivity of principals and students in both international high schools and American public high schools. The purpose of the study was to discover if a relationship exists between the level of intercultural sensitivity of principals and their students. In addition the study attempted to determine any significant difference in the levels between the international principals and students and the American public high school principals and students.

The principal scores were ranked and their students combined mean scores were ranked. A Spearman rank correlation was calculated from the sets of rankings. It was determined that there was a statistically significant relationship between the score of the principal and the score of their students at the alpha .05 level of significance. A one-way analysis of variance was run on the American high school students mean and the international high school students mean. A critical  $F$  value was calculated and the value fell in the critical region thus confirming that there was a statistically

significant difference between the mean scores of international high school students and American public high school students at the alpha .05 level of significance. A one-way analysis of variance was run on the scores of international high school principals and American public high school principals. A critical  $t$  value was calculated and the  $t$  value was found in the critical region thus confirmed the fact that there was a statistically significant difference in the mean scores of international high school principals and American public school principals at the alpha .05 level of significance.

Further analysis was done by looking at the difference in scores of the different groups of the respondents on the eight sub-scales of the instrument. Also, further analysis was done on the responses of the respondents based on various independent variables responded to by all principals and their students.

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APPROVAL PAGE

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CHAPTER I  
INTRODUCTION

In this final decade of the twentieth century a barrage of changes target citizens representing all social strata of every continent. The traditional routines governing all areas of daily existence are systematically being challenged, modified, and, in some instances, radically replaced. Never in history has communities had to assimilate so much.

Change encompassing economic, political, technological, and ecological procedures have exploded on a seemingly unsuspecting world. Societies are struggling to comprehend and to deal with the ensuing demands. In particular, societies are looking to the structures of public and private education to assist them in preparing their citizens for the twenty-first century.

In the twenty-first century, schools in America and around the world will work with children more aware of other cultures than any previous generation. The world's population explosion, increased ability of human global mobility, and the evolution of the information and technology age have given humans the need for and the ability to exchange information and to be informed of

international events instantaneously. Events around the globe suddenly relate directly to "our world."

The world has become an international global community. In the 1980s the phrase "international crisis" was coined. During the 1980s and early 1990s our world witnessed events that lend credence to the term "international crisis." Chernobyl was an international environmental crisis. The Wall Street crash was an international financial crisis. Terrorism was an international issue periodically elevating to crisis levels. In the 1990s the Persian Gulf War was another graphic example of internationalization. Not only did nations unite globally against a common foe for the first time through the vehicle of the United Nations, but also citizens around the world witnessed global negotiations, global support, and global media coverage of the events. The growth of global interdependence, the erosion of western dominance, and the decline of American hegemony have all contributed to the international globalization of our planet. Major and minor events all over the globe will continue to influence our existence.

International business corporations influence many of the decisions that affect our world today. The globalization of business is a well-documented fact. Currently we see national economies melting into regional

economic systems in Europe, the Pacific rim, and the Americas. Wanniski (1979) states:

The world is not fragmented, but integrated, which means that every economic event that takes place someplace in the world is felt virtually everywhere in the world. (p. 19)

and Reich (1989) reports:

America itself is ceasing to exist as a system of production and exchange separate from the rest of the world. One can no more meaningfully speak of an "American economy" than of a "Delaware economy." We are becoming but a region--albeit still a relatively wealthy region--of a global economy, whose technologies, savings, and investments move effortlessly across borders. (p. 23)

The number of international businesses continues to rise globally; the world market flourishes, internationalism drives economies to compete, political unification and social assimilation follow. Diverse cultures, led by economic multinationalism, are meshing.

Moving into the twenty-first century, isolationism will become increasingly difficult to practice. The changes wrought in the last decade in Eastern Europe and the ongoing convulsions of change in the Soviet Union testify that governments must provide the opportunity for people to have more than the basic goods for survival. Citizens demand a voice in their destiny. Accomplishing this requires involvement with the rest of the world economically, politically, and socially.

Not only is the world becoming an international community, but also American hegemonic economic domination is subsiding, and the American nation is becoming increasingly diverse. After World War II America stood unparalleled as the economic ruler of the world. The European nations and Japan lay in ruin. However, as the U.S. lent a hand in rebuilding these nations, it became inevitable that some day they would grow to compete with us economically in world markets. That day has arrived. Americans can no longer dictate the world on their terms by economic strength or intimidation. It will be difficult for Americans, who by the very course of history and self-survival were taught to be self-reliant and autonomous, to become "others" conscious and team players. Not only has America lost its economic hegemonic powers, but it also is undergoing tremendous demographic changes. The following statistics support the view of a changing America towards an even greater cultural pluralistic society.

The face of America is changing. Look into her schools, classrooms, and work place. Peer out into her small towns, large cities, and rural communities. No longer is her cultural portrait one with predominantly Western-European features. Nowhere are the demographic shifts better reflected than in the nation's public schools. From 1976 to 1986, white, non-Hispanic student enrollment declined by nearly 13 percent while the total minority enrollment increased by more than 16 percent. By 2020, demographers

predict minorities will comprise nearly one-third of the U.S. population and nearly half of the school-age youth. (Steinberger, 1991, pp. 8-13)

American public schools have always been recognized as second only to the family in giving children the care and skills they need to relate to their fellow Americans. Their task is growing increasingly difficult with the increased diversity of the American school-age population. Educators are being forced to face the reality of the internationalization of our world and an increasingly culturally pluralistic America.

During the entire decade of the eighties it was my privilege to work with the international schools in East Asia. International schools serve the multinational business community, the international diplomatic community, and the mission community. These schools, with instruction in an English medium, reflect high levels of ethnic and national diversity. Generally, they are preparing their students for acceptance in Western institutions of higher education. Historically, these schools have been challenged to meet the needs of their student body with their exceptionally high degree of cultural diversity. I have chosen to include them in this study because of their experience in dealing with high levels of cultural diversity and intercultural activities.

"Effective Schools Research" of Edmonds and Lezotte has demonstrated that schools make a difference and that some schools are more effective than others; in addition, the research shows that principals are an important part of effective schools (Levine & Lezotte, 1990). One of the seven correlates of effective schools research was the correlation of principals who were strong instructional leaders with effective schools. Another correlate was the correlation of positive home-school relations with effective schools.

Effective schools research stressed the importance of schools bringing communities together to focus on shared purposes and values. The principal is the catalyst to bring the community together; principals do impact their schools. Leithwood (1989) writes:

Principals are effective in improving their (schools) to the extent that they have a well defined set of legitimate purposes as well as the skill and the knowledge to use even apparently unrelated opportunities to move the school toward achieving those purposes. Effective principals are, in this sense, the glue holding the many different parts of the school together in some coherent framework; a significant part of their role is to help others in the school meaningfully interpret school life in terms of such an overriding sense of purpose. (p. 76)

In view of the increasing cultural diversity of our schools and the internationalization of our world,

intercultural sensitivity skills will be imperative for the effective principal of an effective school.

#### Purpose

This study focuses on the levels of intercultural sensitivity of principals in selected international schools and American public schools and the relationship they have with the level of the intercultural sensitivity of their students.

The purpose of this study is to discover if a relationship exists between the level of intercultural sensitivity of principals and their students in both international high schools and American public high schools. In addition the study will attempt to determine any significant difference in the levels between the international principals and students and the American public school principals and students.

#### Problem

The problem addressed by this study is the lack of knowledge concerning the relationship between levels of intercultural sensitivity of principals and students in both international high schools and American public high schools.

### Conceptual Base

Although social scientists do not all agree on the precise meaning of the term "culture," it is possible to abstract from their writings a definition that represents key elements on which many scholars would agree. When Kroeber and Kluckhohn (1963) performed this task of abstraction by analyzing over 100 authorities' works, they produced the following definition:

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values, cultural systems may on the one hand be considered as products of action, on the other as conditioning elements of further action. (p. 137)

Intercultural sensitivity is the ability of one person to understand a person from another culture using skills that enable him/her to decipher the symbols used in the other culture.

Schools in the twenty-first century will have to foster a true appreciation for cultural diversity. Successful schools will not only provide students an appreciation for various cultures but also develop students' skills to accurately interpret culturally significant symbols in cultures other than their own.

These schools will not only create productive national citizens but also productive world citizens. This fostering of intercultural sensitivity and development of intercultural skills will be one of the paramount distinctions of successful schools in the twenty-first century.

"Effective schools research in the past two decades has shown that the leadership ability of the successful school principal is critical in school improvement" (Purkey, 1983). The principal has the ability to help create, establish, and sustain the necessary climate, ethos or atmosphere for faculty and students to produce a "community" which is the term used to define an effective school's climate. An effective school climate results when parents, administrators, teachers and students agree on a system of shared values and purposes for their schools. In an increasingly multiethnic and multicultural population it would seem logical to conclude that a principal's cultural sensitivity will be an important variable in his/her ability to create community.

Gordon Cawelti, Executive Director for the Association of Supervision and Curriculum Development, defines cultural pluralism day to day in the school in this practical way; (The School Administrator, April, 1991) ". . . first we have to help children understand what it means to become part of a school. Ultimately, it

is here where children will learn to make sense of differences and where they will discover the common bonds that hold us all together." Deal (1985), in reviewing the symbolism of effective schools states, ". . . understanding the symbols and culture of a school is a prerequisite to making the school more effective." To create an effective school the principal must consider the cultural diversity of the school community to enable him/her to understand, to communicate, and to focus the various cultural groups on a system of shared values and purposes. More importantly, it appears that students who first understand and are accepted in the school culture can then begin to deal with their own similarities and differences and, as Cawelti (1991) states, "make sense of differences and discover the common bonds that hold us all together."

Minimally, intercultural sensitivity is one of the dynamics of school climate and the principal will have a significant impact in the development of that part of the school's climate.

Therefore, the identification and analysis of the research and literature about intercultural sensitivity will follow. Connections to school climate and culture and the ability of the principal to have an impact on school climate and culture will be studied. The literature will be analyzed and synthesized; an attempt

will be made to discover gaps in the research and to add to the profession's knowledge base regarding the relationship between the intercultural sensitivity level of a principal and the level of intercultural sensitivity of the students in a high school.

### Hypotheses

In order to test the relationship of levels of intercultural sensitivity skills the following null hypotheses will be tested:

1. There is no statistically significant relationship between the scores of intercultural sensitivity levels of principals and those of their students (at the alpha .05 level of significance).
2. There is no statistically significant difference between the mean scores of intercultural sensitivity of American public high school principals and the mean scores of international high school principals (at the alpha .05 level of significance).
3. There is no statistically significant difference between the mean scores of intercultural sensitivity of American public high school students and the mean scores of

international high school students (at the alpha .05 level of significance).

### Assumptions

There are several assumptions to this study:

1. Certain attitudes and actions which enhance a person's ability to relate and communicate with another culture more effectively.
2. There is an instrument which can measure intercultural sensitivity.
3. The instrument can be administered validly to varying age groups.
4. Administrators with high levels of intercultural sensitivity have direct and indirect impact on their student's intercultural sensitivity level.
5. Intercultural sensitivity is important for school administrators and for students in twenty-first century schools around the world.
6. Some principals have higher intercultural sensitivity levels than other principals.
7. Some schools have students with higher intercultural sensitivity levels than other schools.

### Significance of the Study

The awareness and mingling of different cultures does not guarantee increased understanding; it might even lead to a higher level of misunderstanding. In the twenty-first century there will be an increasing need for humans with intercultural aptitude or intercultural sensitivity. People able to adapt and to work with people from a culture different from their own will be able to maximize their efforts in an increasingly intercultural world. Those without the skills to adapt interculturally will feel more and more isolated, frustrated, and defensive. This could lead to greater misunderstanding and lack of trust between peoples, nations, and regions of the world, eventually threatening the globe with the continuing plague of violence.

Multicultural schools will continue to be one of the places in society where cultures are forced to come into contact with one another. How these schools equip students to deal with their cultural differences and build on their universal commonalities will shape the world of the future. If we can learn to be community while we learn at school, we will have built a foundation of relationships that will enable us to bring different ethnic communities together, which could unite nations in a truly global community. Failure, however, could lead to

further misinterpretation of cultural symbols leading to continued confrontation and the potential for threats and violence.

The effective school principal will have to harness the cultural diversity in his/her community and bring it together, focusing on common values and purposes to create an effective school climate and culture and in turn help the students deal with their cultural differences and commonalities. Those who are unable to create community will find cultural diversity a point of division and frustration within their schools leading to a nonproductive learning environment.

My investigation into the literature has revealed significant works in the area of intercultural orientation and training but very little quantitative evaluation of intercultural aptitude or intercultural sensitivity skills. The effective schools research demonstrates that the principal is directly related to school climate and culture. It also implies that a student's acceptance into the school culture enables the him/her to deal with his/her own cultural identity and differences. Therefore, quantitative evaluation of the level of intercultural sensitivity of principals and the level of intercultural sensitivity of students and any existing relationship appears to be needed in this field of study.

Many men push through the darkness,  
Carrying candles burning bright;  
Each claims that his is the only,  
Yet all use the same source of light.  
(unknown, Asian author)

### Limitations

The following limitations have been placed on this research study:

1. The study has been limited to a selected group of International high schools and American public high schools.
2. The accuracy of the results found in this study are dependent upon the degree of objectivity and honesty by individuals responding to the instrument.
3. The perceived intercultural sensitivity levels utilized in this study will be limited to those measured by the instrument.

CHAPTER II  
REVIEW OF THE LITERATURE

Introduction

This chapter presents pertinent literature and research which lend significance to my investigation of the role of the principal in impacting school climate and culture in a way that helps break down cultural barriers for all students and enhances intercultural education. This is by no means inclusive of every aspect of multicultural or intercultural education, but focuses on the principal's role in impacting factors effecting the education of all children under their domain of influence. It will review the basic elements and history of the effective school movement, specific correlates of the effective school research addressing the principal's role and school climate and culture, and effective training components and strategies for successful intercultural and multicultural education.

The chapter has been divided into six subtitles: (1) introduction; (2) effective schools: history and development of research; (3) effective schools: principal as instructional leader and school culture/climate; (4) changing school climate and culture: effective components

and strategies for improving multicultural education for students; (5) effective intercultural communication, orientation, and training and its history; and (6) summary.

Effective Schools: History and  
Development of Research

For my purposes, the literature on school effectiveness begins with the Coleman Report (1966). Pupil cognitive gain became a measure of school effectiveness only in very recent years, and Coleman was instrumental in effecting that change (Greer, 1977; Katz, 1977). Until the twentieth century, public schools were judged almost exclusively on the basis of their ability to teach those behaviors and attitudes that prepared young people for compliant participation in the work force. More importantly, schools sorted young people into social, interest, aptitude, and ability groups that were a virtual mirror image of the stratified American social order (Katz, 1977; Tyack, 1974).

Coleman's (1966) summary remarks stated:

Schools bring little influence to bear on a child's achievement that is independent of his background and general social context . . . this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For

equality of educational opportunity must imply a strong effect of schools that is independent of the child's immediate social environment, and that strong independent effect is not present in American schools. (p. 325)

The Search for Effective Schools project began by answering the questions raised by the Coleman study and others. Are there schools that are instructionally effective for poor children? (Lezotte, Edmonds, & Ratner, 1974). In Search for Effective Schools: The Identification and Analysis of City Schools that are Instructionally Effective for Poor Children, Edmonds and Frederiksen (1978) presented unusually persuasive evidence to the thesis that all children are eminently educable, and that the behavior of the school is critical in determining the quality of that education. The research findings were exciting news. Finally, there was subjective information documenting schools that were bringing academic success to all students regardless of the barriers including cultural blockades. Over the years that followed the research on unusually effective schools found that certain characteristics, or frequently referred to as "correlates," existed at these schools (Levine & Lezzotte, 1995). These correlates included (1) a school-wide emphasis on basic skills and academic achievement, (2) a system for monitoring and assessing pupil performance that is tied to the school's instructional

objectives, (3) a safe and orderly environment, (4) a consensus belief held by the adults that all children can learn, (5) strong instructional leaders as principal, and (6) a productive school climate and culture reflecting shared values.

In particular, the last three correlates mentioned above appear effective in breaking down cultural barriers for students.

Effective Schools: Principal as Instructional  
Leader and School Culture

Principals, of course, have long been considered central figures in the overall scheme of education because of their functions as chief administrative officers at the local level (McCurdy, 1983). David L. Clark and associates reviewed 97 studies of urban school achievement and drew these conclusions about principals: (1) principals are crucial in determining school success, (2) their influence is felt through the attitudes they breed and the motivation they impart in creating a climate of achievement, and (3) successful schools establish clear goals and carry out staff development as a result of the principal's leadership (McCurdy, 1983).

"Effective schools have effective leaders . . . .  
Such school leaders are usually described as  
people who have high expectations for staff  
and students, are knowledgeable in their jobs,

and set the tone for their schools. (Reilly, 1980, p. 40)

It is generally recognized that educational improvement inevitably occurs at the local-school level and that the quality of the principal's leadership substantially affects the success of the school (Lipham, 1981). The leadership role of a principal in helping teachers reach consensus on educational values and giving them meaning in practice is essential (Lipham, Rankin, & Hoeh, 1985). Although a few analysts have described isolated examples wherein the major leadership at unusually effective schools has been provided by someone other than the principal, the large majority of studies and examples identify the building principal as the most critical leadership determinant of effectiveness (e.g., Clancy, 1982; Doll, 1969; Duckett, 1980; Glenn, 1981; Sizemore 1983; Taylor, 1984; Teddlie, 1989; Weiss, 1984). In order for all children to experience academic growth and reach their potential the effective leader at an effective school will build an inclusive community. The instructional leadership will operate from the axiom of the effective school correlate that all children can learn. The leader will need to provide, through staff development and a variety of experiences, skill building exercises for teachers to increase their skills in

communicating and motivating an increasingly diverse student body.

Knowledge of the characteristics of groups to which students belong, about the importance of each of these groups to them, and of the extent to which individuals have been socialized within each group will give the teacher important clues to the students' behavior. (Banks & Banks, 1995, p. 545)

Richardson, Short, and Prickett (1993), in School Principals and Change, suggest that the educational administrator for the next century must be an individual with a global perspective, and an appreciation of all cultures, as well as be an effective leader. The National Commission for the Principalship (Thomson, 1990), with a jury of 50 experts on the principalship, identified four major areas and 21 performance domains needed by principals of the next decade. The four major areas were functional, programmatic, interpersonal, and contextual. The latter two are particularly pertinent to my study.

The interpersonal domain is used to illustrate the significance of human relationships, motivation, communication and sensitivity . . . (Thomson, 1990). Motivation and effective interpersonal relationships are necessary components of productive communication. Effective communication is vital to the health and harmony of the school community. The school and community must

also be in contact through collaboration and mutual goals (Mcauley, 1990).

The world of ideas and the forces--external and internal--on the school are reflected in the contextual domain. The philosophical and cultural values of the school community are areas that cannot be overlooked by the effective leader (Thomson, 1990). School climate and culture would be the effective school correlates addressed by the principal in the contextual domain.

Sybouts and Wendell (1994) state,

The principal more than any other individual is responsible for the climate in the building. Climate will emerge from the personality and behavior of a principal regardless of what that person does or does not do. Consequently, the building principal can consciously design the kind of climate that will be found in an area, or can let another climate emerge by default or neglect. There will always be a building climate. That the principal does not consciously create a certain kind of climate does not mean there will be no climate in the building. (p. 7)

School climate is the characterization of the school's culture. Sarason (1981) first coined the term "school culture" in his now famous book, The Culture of the School and the Problem of Change. Sarason suggested that viewing the schools as cultures, i.e., containing a multitude of overt regularities which are embedded in covert assumptions, principles, and learning, is useful in understanding the problems of school change (Sarason,

1995). Deal and Peterson (1993) stated that within any organization there is an "inner reality" or culture that influences the way people interact, what they will and will not do, and what they value as "right and rude" (Little, 1982). The effective principal must understand the Goffman (1959) concept of going "backstage." Despite its pervasive nature, culture or inner reality is often overlooked as a critical force by the leadership of schools (Robbins & Alvy, 1995). Robbins and Alvy (1995) believe that core beliefs and values are the heart of the school culture. These core values and beliefs are reflected throughout the institution. Norms are the unwritten rules. Rituals are display of the core values and draw attention to what is important. How the organization manages and uses its time reflects the core values. Informal stories transmit the culture informally (Robbins & Alvy, 1995). Sergiovanni (1984) had this to say about a school's culture: "Culture serves as a compass setting to steer people in a common direction; it provides a set of norms and defines what people should accomplish and how; it provides a source of meaning and significance for teachers, students, administrators, and others as they work" (p. 10). Brubaker and Coble (1995) suggest that the principal must deal with and understand contradictions within the organization, "you must come to terms with the sometimes contradictory nature of school

management if you wish to remain effective. You must decide which contradictions to celebrate and which contradictions to reconcile" (p. 35). The challenge is to bring both precision, artistry and passion to one's work.

Alton (1994) suggests that the principal must be the cultural leader. She uses the metaphor of a painting and an artist,

This painting might be made up of a myriad of little touches, seemingly meaningless, but which taken together, form a sharp image of the school's culture. (Firestone & Wilson, 1985, p. 9)

Alton goes on to state the cultural leader must have a vision of this painting, taking personal responsibility to develop a vivid image of what the school is to be (Kotkamp, 1984). According to Sergiovanni (1984), cultural leadership defines, strengthens, and articulates values, beliefs, and cultural strands that give a school its unique identity. The responsibility of the principal as the cultural leader is to create coherence between the school's basic purpose and its culture. Sergiovanni suggests the more understood, accepted, and cohesive the school's culture, the better able the school is to move towards the ideals it holds and goals that it wishes to pursue. Alton (1994) strongly states that there is a research vacuum in the area of school culture and the principal's leadership role. She

suggests researchers need to spend more time in schools using observation, qualitative, and ethnographic procedures to determine their impact on present school cultures. Alton cites the work of Firestone and Wilson (1985). They suggested that principals can influence instruction by working through linkages that govern teacher behavior. The two linkages they identified were (1) bureaucratic and (2) cultural. They reported that past research had attended only to the bureaucratic linkages without analyzing the cultural linkages. They suggested that a focus on cultural linkage identifies three areas: (1) cultural content, (2) cultural denotation, and (3) culture and the principal. The first area answers the question of what are the task definitions and commitments desirable for successful instruction? The second area answers the question of what forms, symbols, or stories carry the desired content? The third area asks the question of how and to what extent can the principal influence the school's culture? Firestone and Wilson (1985) suggest there are three things principals can do. First, principals can help manage the flow of stories and other information in their schools. Spreading stories is a positive approach to shaping a school's culture. Secondly, the principal can create and manipulate symbols and rituals. Thirdly, the principal can be an active communicator of the culture. Firestone and Wilson also

suggest one further measure. Principals must have high energy levels and considerable self-consciousness to influence the cultures of their schools. They generally spend long hours at their work. It appears that even though research on effective schools has proven that schools can be organized to improve instruction and that principals have a key role to play, still schools are loosely linked organizations. It would seem imperative that the effective principal pay attention to the cultural linkage within the organization to help bring everyone to the table.

Changing School Climate and Culture: Effective  
Components and Strategies for Improving  
Multicultural Education

Cordeiro, Reagan, and Martinez (1994) state,

Given the presence of cultural diversity in any particular society, there are a number of different ways in which the society can choose to address such diversity. (pp. 7-8)

Because cultural diversity exists in a school does not at all guarantee that a climate of cultural pluralism prevails. Educators historically viewed individuals from cultural backgrounds other than that of the dominant society in two ways: from a deficit perspective and from a difference perspective. The deficit view of cultural

difference is that differences from the cultural norm are deficits that must be overcome. The deficit theory has been widely repudiated by most educators today. The difference theory merely notes the presence of cultural differences and such differences are simply that - differences, about which no comparative value judgments are appropriate. This does not mean that by adopting cultural pluralism we must tolerate all values, behaviors, and norms. Sonia Nieto (1992) has argued,

It should be stressed that above and beyond all cultures there are human and civil rights that need to be valued and maintained by all people. These rights guarantee that all human beings are treated with dignity, respect, and equality. Sometimes the values and behaviors of a group so seriously challenge these values that we are faced with a dilemma: to reject it or to affirm the diversity it represents. If the values we as human beings hold most dear are ultimately based on extending rights rather than negating them, we must decide on the side of those more universal values. (p. 279)

Multiculturalism is the most common way in which the ideology or philosophy of cultural pluralism is put into practice in education. Banks (1995) calls for restructuring the culture and organization of the school to empower school culture so that students of color and low-income will experience educational equality and cultural empowerment (Cummings, 1986). Some variables he recommends to be examined include: (1) grouping practices

(Braddock, 1990; Oakes, 1985), (2) labeling practices (Mercer, 1989), the social climate of the school, and staff expectations for student achievement (Brookover, Bready, Flood, Schweitzer, & Wisenbaker, 1979).

Stedman (1987) reviewed information on unusually effective schools with high proportions of low achievers and concluded:

that most of these schools exemplified "ethnic and cultural pluralism" in the sense that their faculties were committed to "breaking down" institutional and community barriers to equality, emphasized the use of multiethnic materials, and/or displayed a great deal of sensitivity to linguistic minorities. (p. 219)

Other unusually effective schools that appeared to emphasize these or other aspects of multicultural instruction are describe in Comer (1980) and Sizemore (1983). Bamberg and Andrews (1987) found that teachers in more effective schools ranked the goal of developing "strong multicultural understanding among staff and students" higher than did faculty at less effective schools.

The educational administrator for the next century must be an individual with a global perspective and an appreciation of all cultures, as well as be an effective leader (Richardson, Short, & Pritchett, 1993). The effective principal must be able to understand the complex

school culture and become the master artist who allows the artisans to paint their picture but weaves the small details into a grand masterpiece.

Intercultural Communication, Orientation,  
and Training

The International Schools in my study are not only schools with their own school cultures and diverse populations, but they also exist as a minority institution within a host culture. Therefore they have had to pay careful attention to the matters of intercultural communication, orientation, and training. However, Brislin and Yoshida (1994, pp. 4, 5) give a list of various target audiences requesting intercultural communication training well beyond just the international school audience.

(1) International students who work toward degrees in countries other than their own (Mabe, 1989; Miller, 1989).

(2) Adolescents who spend a significant amount of time living with a family in another culture (Cushner, 1989).

(3) The Peace Corps, consisting of volunteers who are assigned to work on various community projects in other countries (Barnes, 1985).

(4) Health care workers, including counselors, physicians, and nurses who deal with a multicultural clientele (Berry, Kessler, Fodor, & Wato, 1983; Day, 1990; Heath, Neimeyer, & Pedersen, 1988; Kristal, Pennock, Foote, & Trygstad, 1983; Lefley, 1984).

- (5) Social workers working with clients from cultural backgrounds other than their own (Jones, 1983; Montalvo, Lasater, & Valdez, 1982).
- (6) Refugees, especially from Southeast Asia, seeking help in their adjustment to cultural differences in education, medical care, housing, and social services (Center for Applied Linguistics, 1982; Redick & Wood, 1982; Williams, 1985).
- (7) Technical assistant advisers, usually from highly industrialized nations, assigned to project development in less industrialized countries (Bussom, Elsaid, Schermerhorn, & Wilson, 1984).
- (8) Overseas business people and international traders seeking joint agreements and sales of products and services (Aranda, 1986; Bogorya, 1985; Inman, 1985; Rippert-Davila, 1985).
- (9) Elementary school children having difficulties interacting with age peers from other cultures. (Bergsgaard & Larsson, 1984; Esquivel & Keitel, 1990).
- (10) School counselors and other school personnel in multicultural communities (Carey, Reinart, & Fontes, 1990; Gonzalez, 1985; Lauglin, 1984; Webb, 1990).
- (11) Job seekers in the United States who have limited English language proficiency (Buchanan, 1990).
- (12) Native Americans seeking job counseling in their search for employment outside the reservations (McShane, 1987; Runion & Gregory, 1984).
- (13) White Australians living in rural areas and interacting frequently with Aboriginal Australians (Davidson, Hansford, & Moriarty, 1983).
- (14) Tourists seeking out intercultural understanding as part of their vacations (Fisher & Price, 1991).
- (15) Personnel officers in large organizations seeking programs for managers who deal with

subordinates of the other gender (Berryman-Fink & Fink, 1985).

(16) Diplomats, or others representing their governments, assigned to other countries (Marquardt & Hempstead, 1983).

Although individuals have been helping others prepare for intercultural interactions for centuries, cross-cultural training known today as intercultural training, as a field of professional activity in the United States is still relatively new. Many trace the birth of intercultural training in the United States to the establishment of the Foreign Service Institute in 1946 (Leeds-Hurwitz, 1990). The field emerged as in the context of postwar era when the United States was a leader in rebuilding and reestablishing international bonds. Diplomats, technical assistance workers, and corporate personnel discovered that they were often unprepared for the challenges of living and working overseas. As Leeds-Hurwitz (1990) recounts, the U.S. government responded to this need by establishing the Foreign Service Institute (FSI) and by staffing it with several notable anthropologists and linguists, such as Edward T. Hall, George Trager, and Ray L. Birdwhistell. These scholars offered a new type of training program that went beyond the existing emphasis on language training. They focused on helping the trainees become aware of and adapt to

cultural variations in the verbal and nonverbal aspects of interaction (Bhagat & Landis, 1996).

The field of intercultural training continued to flourish through the 1950s and 1960s into the era of the civil rights movement, the U.S. Peace Corps, and the Vietnam War. During this period, even though there was great need for domestic training in the United States, those calling themselves intercultural trainers continued to work primarily on international rather than domestic programs. During the 1960s, Peace Corp trainers conducted programs for thousands of trainees and experimented with a variety of intercultural training models. The dominant training model during the 1960s was the so-called "university model," which emphasized a cognitive-centered, lecture-dominated, information-transfer pedagogy. As Hoopes (1979) recounts, "They sat trainees down in classrooms and presented information to them about the target country and culture" (pp. 3-4) (Bhagat & Landis, 1996).

In the 1970's intercultural training gained in respectability and credibility as graduate programs began to spring up from conceptual foundations of the body of knowledge. In 1974, the Society for Intercultural Education, Training, and Research (SIETAR) was formed expressly for the purpose of legitimating and promoting the field of intercultural training. Again, albeit there

were domestic racial crisis and some trainers worked domestically, many more continued on international training. Much of the training was based on the human relations sensitivity model (Hoopes, 1979). This experiential, participatory model was a total contrast to the cognitive university model. The new approach, however, lacked conceptual framework. Instead, trainees were thrown into confrontational situations with little or no conceptual guidance (Bhagat & Landis, 1996).

During the 1980s the field continued to grow. The eighties so SIETAR being expanded into SIETAR International with worldwide affiliates. The 1980s also witness the phenomenon of the globalization of the economy and the increasing diversity of the U.S. workforce. Throughout this period, the knowledge base continued to grow and approaches to training became more sophisticated. (Brislin, 1986; Gudykunst & Hammer, 1983; Landis & Brislin, 1983; Martin, 1986; Paige, 1986).

Most trainers stressed the integration of theory and practice. The dominant model was the integrated or alternative learning model, which uses experiential as well as cognitive learning approaches (Bhagat & Landis, 1996).

Currently, the issues of domestic multicultural or intercultural relations have taken center stage. The current training model continues to be an integrated and

comprehensive one (Bennett & Bennett, 1994; Brislin & Yoshida, 1994; Gochenour, 1993; Pusch, 1994).

Intercultural training programs can be found at all levels of a country's educational system (Brislin & Yoshida, 1994). The type of student program that first comes to mind when "intercultural" training is mentioned is probably the "foreign exchange" program or the "study abroad" program in another country. Cushner, however, presents a set of ideas and methods, based on his extensive work with adolescents, that maintain student attention and prepare them for successful experiences (Cushner, 1989). Pedersen, based on extensive personal experience, presents materials useful in working with international students pursuing college degrees at both the undergraduate and graduate levels. In an effort to integrate the concerns of intercultural training into other parts of an educational system, Cushner has prepared another module for elementary and secondary school teachers who find themselves working with culturally diverse populations. Goodman makes suggestions for introducing ideas concerning cultural diversity into the university curriculum.

Bhawuk (1990), Brislin and Pedersen (1976), Brislin and Yoshida (1994), and Landis and Brislin (1983) all suggest there is a four-part criterion to consider when assessing successful intercultural adjustment.

They are: (1) good personal adjustment - marked by feelings of contentment and well-being; (2) good interpersonal relations with the host - marked by respect for people in the other culture; (3) task effectiveness or the completion of one's work goals in another culture; and (4) no greater stress or experience of culture shock than would occur in the home culture when moving into a similar role.

Black and Mendenhall's (1990) intercultural training aims, referred to by Richard Mead (1994), somewhat mirror the above mentioned intercultural training assessment criteria. They listed three related outcomes: (1) information about the other culture, including values within the other culture and how the culture is reflected in significant historical, political, and economic data; (2) how to adjust to the other culture which included developing nonevaluative attitudes towards the culture and develop a capacity for weighing the significance of culture against other factors in explaining behaviors; and (3) factors relating to job-performance within the culture which included how the culture affects attitudes toward work, how the culture influences formal interactions, and how the culture influences relations between organizations.

Brislin and Yoshida (1994) suggest that good intercultural training programs must include (a) the necessity of establishing good interpersonal relations with people, and (b) communicating effectively in the presence of cultural differences that can interfere with good relations. Brislin and Yoshida (1994) go on to define more directly four areas that should be addressed: (1) awareness, (2) knowledge, (3) emotions (includes attitudes), and (4) skills (involving visible behaviors).

Many people about to interact interculturally are unaware that there is a major influence on behavior summarized by the word "culture." People are generally socialized in a culture without much conscious awareness of the fact. Brislin and Yoshida (1994) suggest then that training must introduce an awareness that there is a major influence called culture, that it has major effects on people's lives, and that different behaviors are considered culturally appropriate in different parts of the world.

They also suggest that specific knowledge necessary for survival must be addressed. They define four areas of knowledge: (1) immediate concerns - questions about simple survival, i.e. passports, shopping, housing, etc.; (2) area-specific knowledge - this would include specific topics such as history, sociology, geography, politics, and economics; (3) culture-general knowledge - certain

common phenomena in all cultures and cultural adjustment are discussed. Included in the general knowledge area by Brislin & Yoshida (1994) are people's intense feelings, anxiety, disconfirmed expectations, belonging, ambiguity, and confrontation with one's own prejudice. The last area of knowledge; and (4) culture-specific knowledge - customs, etiquettes, and rules that are specific to the culture. Brislin & Yoshida (1994) list eight themes that fall under this category: (1) work; (2) time and space; (3) language; (4) roles; (5) importance of the group and the importance of the individual; (6) rituals and superstitions; (7) hierarchies; and (8) values.

Furthermore, training should include the recognition of understanding the reaction of emotions with intercultural interaction. Intercultural encounters cause people to experience emotional arousal. If not dealt with properly this can lead to an unhealthy stress level. Brislin and Yoshida (1994) suggest that stages of emotional arousal include (1) denial, (2) defense, (3) minimization, (4) acceptance, (5) adaptation, and (6) integration. Brislin and Yoshida suggest that TCKs, a term introduced by Useem (1973), are a good way to understand the integration stage. TCKs or third-culture kids are young adults who grew up in another culture and now are not totally apart of their home or host culture

but operate comfortably in both. Many of the students included in my research in the international schools would identify themselves as "TCKs" or third-culture kids.

Lastly, Brislin and Yoshia conclude that specific skills or learned behaviors must be taught and caught. Culturally appropriate behaviors must be identified and practiced in successful training sessions.

Brislin and Cushner (1996) suggest certain modules that should be included in successful training. These include: (1) cognitive training; (2) behavior modification; (3) experiential training; (4) cultural self-awareness assessment; and (5) attribution training. In the latter the trainee learns to recognize certain scenarios and appropriately attribute certain behaviors to culture and other behaviors to other factors. The use of 100 critical incidents formed from the experience recorded by different expatriates in cross-cultural encounters is the foundation for Intercultural Interactions: A Practical Guide (Brislin, Cushner, Cherrie, and Yong, 1986), which demonstrates the experiential nature of training recommended by most professional trainers. Brislin and Cushner suggest that there is no one ideal module for training, but rather a combination of all the modules reviewed above should be used.

Sikkema and Niyekawa (1987) in their book, Design for Cross-Cultural Learning, purport an even more

experiential method. They reason that the most effective training is total experiential training. They believe that trainees, given minimum culture-specific instruction and training, will search and find out for themselves such things as customs in greeting, etc. . . . The authors limit cultural knowledge and training and place the trainees in intercultural settings and believe that the exercise of building sensible patterns out of initial ambiguities will move the trainee not only toward biculturality but also in the direction of multiculturalism. Sikkema and Niyekawa (1987) believe that "culture-shock" is an essential ingredient of culture learning; while they admit it can be damaging to the individual if he is so unprepared to find the shock traumatic, it can, in smaller doses, be an effective instrument of learning in that it appears to shake the individual out of his fixed cultural frame of mind. Peter Adler (1972) also recognizes this process of using culture-shock as a part of intercultural training.

#### Summary

A review of the research of "Effective Schools" lends conclusive evidence to the fact that certain schools meet diverse student needs more effectively than other schools. There appears to be a compelling body of evidence that there certain commonly occurring

characteristics among those effective school communities. One of the common characteristics is a principal who is a strong instructional leader. A leader who through his instructional leadership has impact on every area of the school. The effective instructional leader most dramatically impacts the area of school culture and climate. The effective principal helps the school focus upon and around an agreed upon agenda and takes care to be aware that the school culture is nurtured and attended to. It is obvious that nationally recognized researchers acknowledge the deficit in information regarding the relationship between the principal and the creation and changing of school culture. It is clear that effective schools have developed school culture's that are inclusive for all learners. This focus must be a part of an effective school to gain "buy in" from all members of the school community. The effective school leader in the 1990's will have to work with more cultural diverse communities more than ever before.

Multicultural, intercultural, cross-cultural sensitivity is not natural. Call it what you may, it is not part of our primate past, nor has it characterized most of human history. Intercultural contact usually has been accompanied by bloodshed, oppression, or genocide. Education and training in intercultural communication is an approach to changing our "natural" behavior. With the

concepts and skills developed in this field, we ask learners to transcend traditional ethnocentrism and to explore new relationships across cultural boundaries (Bennett, 1993). This attempt at change should not be taken lightly and should be handled with the greatest possible care. Intercultural education is inherently transformative. It is preparing learners for a major transition in their lives and it is, in fact, a part of that transition.

A review of the training materials and components found significant correlation between the eight scales of W. J. Reddin's (1975) Culture Shock Inventory, the instrument used in my research. A review of the history and content of intercultural training provided significant referencing around all eight areas: ethnocentrism, experience, cognitive flex, behavioral flex, cultural knowledge-specific, cultural knowledge-general, cultural behavior-general, and interpersonal sensitivity.

It appears that there is not a significant amount of communication between those researchers in the area of intercultural training who deal with international and domestic training and those who classify themselves as multiculturalist and deal generally with domestic training groups. Gurus such as Richard Brislin in the "intercultural" arena and James Banks in the "multicultural" arena do not even cross-reference one

another in their writings. It would seem logical that increased dialogue, coordination of efforts, and joint ventures would be productive and efficient.

## CHAPTER III

### METHODOLOGY

#### Introduction

This research study was designed to determine the relationship between the intercultural sensitivity level of high school principals and their students in both selected International high schools and North American public high schools. It is also designed to determine differences between the scores of principals and students in International high schools and principals and students in North American public high schools. The methodology consisted of: (a) a review of the literature which concentrates on the nature of intercultural sensitivity, developing or increasing intercultural aptitude or skills, the relationship between principals and their students, and the ability of the principal to influence school climate, school culture, and student behavior. The latter two will concentrate particularly on the Effective Schools Research; (b) administering an instrument measuring intercultural sensitivity aptitude in high school principals and their students to determine if a relationship exists; and (c) examining any differences in scores on the instrument between high school principals and students in

International schools and their counterparts in North Carolina public schools.

Specifically stated the three null hypotheses tested were:

1. There is no statistically significant relationship between the scores of intercultural sensitivity levels of principals and those of their students (at the alpha .05 level of significance).
2. There is no statistically significant difference between the grand mean scores of intercultural sensitivity of principals in the selected International high schools and those of principals in American public high schools (at the alpha .05 level of significance).
3. There is no statistically significant difference between the grand mean scores of intercultural sensitivity of students in selected International high schools and those of students in selected American public high schools (at the alpha .05 level of significance).

The study will also include an analysis of demographic data relative to each principal's age, gender, ethnic origin, nationality, length of service at the school, acquisition of second language, cross-cultural

experiences, and involvement in implementation of multicultural curriculum. Also included is an analysis of demographic data relative to each student's age, gender, ethnic origin, nationality, grade level, acquisition of second language, cross-cultural experiences, and awareness of multicultural curriculum in the school.

### Population

I selected the population of International schools from the EARCOS group of schools. EARCOS is an acronym for East Asia Regional Council of Overseas Schools. I was personally a member of this council for ten years along with the school I worked at in Malaysia (1979-1989). I did not have funding to do a global random sample of international schools but I did have finances available to make a trip to Asia. The following schools responded positively to an invitation to participate in the project and to host a visit by me to administer the instrument to their simple random sample of their students:

#### JAPAN

American School in Japan, Tokyo  
Christian Academy of Japan, Tokyo

#### KOREA

Seoul Foreign School, Seoul  
Seoul International School, Seoul  
Taejon Christian International School, Taejon

HONG KONG

International Christian School, Hong Kong  
California International School, Hong Kong  
Christian Alliance School, Hong Kong

INDONESIA

Jakarta International School, Jakarta

MALAYSIA

Dalat School, Penang  
International School of Kuala Lumpur, Kuala Lumpur  
International School of Penang, Penang

PHILIPPINES

Brent School, Baguio City  
Faith Academy, Manila  
International School, Manila  
Brent International School, Manila

THAILAND

International School of Bangkok, Bangkok  
Ruamrudee International School, Bangkok

The selection of high schools in North America was limited to North Carolina public high schools in Guilford and Rockingham counties due to cooperation and financial considerations. The following schools participated in the study:

GUILFORD COUNTY

Andrews High School  
Dudley High School  
Eastern Guilford High School  
High Point Central High School  
Northeast Guilford High School  
Northwest Guilford High School  
Page High School  
Ragsdale High School  
Smith High School  
Southeast Guilford High School  
Southern Guilford High School

Southwest Guilford High School  
Western Guilford High School

ROCKINGHAM COUNTY

Morehead High School  
Reidsville High School

The instrument was administered to all the high school principals and to an appropriate nonstratified random sample of students from each grade level in each of the 15 North Carolina Public high schools and 18 East Asia International high schools. Clear directions as to how to obtain a random sampling of students were sent to each school's principal. All schools reported that they had followed the directions carefully. This should have avoided any stratification of data. Each principal was given a copy of the Krejcie and Morgan table for determining sample size from group size (population) where  $N$  = total group size and  $S$  = recommended sample size. Sample sizes were selected from the chart for 95% confidence level (Krejcie & Morgan, p. 608) (Exhibit). The total group size sampled was 5,034 respondents. This included 15 North American principals, 18 International School principals, 2,793 American public high school students, and 2,208 international high school students.

### Description of the Research Instrument

The Culture Shock Inventory (CSI) (2nd ed., 1981), developed by Reddin (1975), was selected as the research instrument for this study (Appendix A). Organizational Tests, Ltd., Fredrickton, New Brunswick, Canada, has granted permission to use the CSI in this research (Exhibit).

The CSI consists of a booklet with 80 items, which reflect eight scales, with ten items per scale. The scales are described as follows:

Lack of Western Ethnocentrism: measures the degree to which the respondent recognizes that a Western system of values may fail to apply in all cultural settings.

Experience: reflects the degree to which the respondent has had direct experience with members of other cultures. Such experiences may have been gained through overseas work or travel but also includes exposure to other cultures through sojourners in one's own culture and through study of other cultures and languages.

Cognitive Flex: measures openness to new ideas and the willingness to accept such ideas,

Behavioral Flex: measures the willingness to try new activities and behaviors and to change past patterns of behavior.

Cultural Knowledge-Specific: measures knowledge and understanding of various cultural patterns in specific cultures, it represents a variety of locations, but within a given culture requires rather specific information.

Cultural Knowledge-General: measures the degree of one's awareness of various beliefs and understanding of institutions in other cultures and includes items that are not specifically tied to any other culture or location.

Cultural Behavior-General: measures one's understanding of the patterns of behavior encountered in other cultures, with items reflecting general behavior patterns rather than being tied to any specific culture.

Interpersonal Sensitivity: measures a respondent's awareness of verbal and nonverbal human behavior. The CSI required approximately 30 minutes for the slowest examinees.

According to the manual, the CSI was developed for use in four specific applications: (1) to be a training tool for individuals who will experience an intercultural setting, (2) to evaluate training used with such individuals, (3) to be a potential counseling and appraisal aid, and (4) to be used in a wide variety of research settings. Philip G. Benson states in his instrument review, "in general, research seems an especially promising use of the CSI" (American Psychological Test Directory, 1990).

Michael J. Mitchell adjusted the CSI producing a four-point likert scale. It is this version of the CSI that was used in this study. The CSI has been used in dissertation studies by: Judy Belter, University of Cincinnati, 1992; Svjetlana Madzar, University of Minnesota, 1991; Michael Mitchell, University of Wisconsin, 1993; Sherri Slike, University of Colorado (in process); and Elizabeth Solezio, University of Alabama, 1989.

#### Validity and Reliability of the Research Instrument

Validity and reliability data for the instrument, when using the scales provided with the original instrument, are provided in the manual. Norms for the scales are presented from 648 "managers" and give five levels. Each category represents 20% of the respondents. Test-retest data are given for 107 first- and second-level managers in a government agency. The time interval between the administrations was two months, and correlations ranged from .57 to .86, with a median correlation of .75. Validity information is primarily presented as group comparisons for each of the CSI scales. In total, 94 group comparisons are defined and tested; the bases for grouping are quite variable (e.g., job type, birth order, years in present company, age, supervision

given, and educational variables). Of 94 comparisons across eight scales (i.e., 752 total comparisons), 175 mean comparisons were significant (approximately 23%). The second type of validity information is found in a correlation matrix indicating relationships among scale scores based on a sample of 408 examinees. Correlations range from  $-.01$  to  $.41$  in the table. The median correlation in the table is a value of  $.155$ . Benson states, "Overall, it is encouraging that all scale intercorrelations are below the test-retest reliabilities of the scales. In general, reliability coefficients vastly exceed scale intercorrelations, supporting the possibility of discriminant validity. In general, the CSI possesses sufficient face validity and test-retest reliability to warrant further research" (American Psychological Test Directory, 1990).

#### Treatment of Data

I began by finding grand index scores (a grand mean for every principal on item numbers 1-80) for the principal and the grand index students' scores in each school in the study. Each school is a unit with a principal grand index score and a student grand index score. I ranked the principals' scores and the student school grand index scores.

I then used the Spearman Rank Correlation procedures as presented in Hopkins and Glass (1984). After finding the rank correlation I put that into the null hypothesis formula to the test my first null hypothesis.

I then examined the statistical  $t$  value in light of critical  $t$  values from the  $t$  table. I was then able to determine if there was a significant positive or negative correlation between ranks of principal grand index scores and the grand index scores of their students.

In order to test the second and third hypotheses, I would need to find the grand index scores for principals in International high schools  $u(1)$ , principals in American public high schools  $u(2)$ , students in International high schools  $u(3)$ , and students in American public high schools  $u(4)$ .

I ran a one-way ANOVA on between the student groups which gave me an  $F$  ratio. With the  $F$  ratio a could then determine if the difference between means was significant at the .05 level. I ran a one-tailed and two-tail  $t$  test with the principals' scores. With the  $t$  values I could determine if the difference between the means was significant at the point .05 level with a one-tailed and two-tailed test. With the above two different critical values I could reach a decision on the two hypotheses individually.

CHAPTER IV  
PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter presents the results of the surveys conducted on randomly selected students and their principals from selected International high schools in East Asia and American public high schools in North Carolina. The survey was employed in an attempt to answer the three major null hypotheses, to explain variance in the score through analyzing student and principal responses by the subscale scores on the instrument, and explain variance in the scores of students and the impact of the principal on their students' scores by examining the results through certain independent variables.

The three hypotheses were:

1. There is no statistically significant relationship between the levels of intercultural sensitivity of principals and those of their students.
2. There is no statistically significant difference between the levels of intercultural sensitivity of American public high school principals and the levels of intercultural

sensitivity of international high school principals.

3. There is no statistically significant difference between the levels of intercultural sensitivity of American public high school students and the levels of intercultural sensitivity in international high school students.

After discussions with the research committee about some of the independent variables that might theoretically impact on student and teacher intercultural sensitivity levels a group of variables for principals and students was determined. The independent variables that students were requested to respond to were: gender, grade-level, multilingualism, awareness and perception of multicultural education program at their school, perception of the involvement of the principal in the multicultural education program at their school, level of academic work, and ethnicity/race. The principals were asked to respond to questions about the following independent variables: gender, age, multilingualism, degree of geographic living experience (lack of isolationism), length of stay in present position, degree of undergraduate experience outside of home state, undergraduate major, perception of the vitality of the multicultural education program at their school, evaluation of their involvement in

multicultural education program at their school, perception of their school climate, and ethnicity/race.

The above variables were chosen to look at both demographic differences, experiential differences, and perceptions of school's multicultural program and the principal's involvement in the program.

The subscales in the instrument were: cognitive flexibility, behavioral flexibility, interpersonal sensitivity, lack of western ethnocentrism, experience, cultural knowledge-general, cultural knowledge-specific, and cultural behavior-general.

The chapter will be divided into the following four sections: introduction and data analysis strategies, presentation of data relating directly to the three major research questions, presentation of data relating to instrument subscales, and presentation of data relating to various independent variables.

The survey scan sheets were coded in a manner to afforded the opportunity to differentiate between student responses and principal responses, international school responses and North American school responses, and individual school responses. No individual student identity code was used. The first 80 items were designated for responses to the 80-item Culture Shock Inventory. The student instrument was designed so that numbers 81 through 87 were specific demographic questions.

The principals instrument placed demographic questions at questions 90 through 98. The principals did not answer questions 81 through 89.

The scan sheets were scanned using the "ScanLink" software program. The data were then downloaded into the "Excel" database manipulating software package. The "Excel" software put the data into an "access file," which allowed the researcher to use "Windows version of SPSS" for the statistical analysis. Five-thousand and thirty-four (5034) participant responded to the Culture Shock Inventory. In discussions with the research committee it was decided to eliminate any respondent's data who had failed to provide an answer for ten or more questions. This represented a failure to respond to 12.5% or more of the survey questions. It was believed that too many missing responses would make the data more difficult to interpret by creating possible bias and a lack of comparability. As a result, there were 587 or 11.6% of respondents who fell into this category and thus their partial responses were not calculated and included in the statistically data.

The instrument was designed with the following responses: (1) strongly disagree, (2) disagree, (3) strongly agree, and (4) strongly agree. The instrument is designed to reflect greater intercultural sensitivity the higher the score of the respondent.

Testing of Three Major Hypotheses

The first task was to compute a summary mean score for the entire group of respondents. The mean was computed by computing an average score on the 80-item surveys versus just tabulating a total of points accumulated by each respondent and comparing those totals. Table 1 shows the results of the computation of the summary scale score. The mean score was 2.608 with a standard deviation of .253. The median was 2.613, the minimum 1.0, the maximum 4.0, and the mode 2.5. The highest score recorded was a 4.0 and the lowest was 1.0. The general results demonstrated that the levels of intercultural sensitivity were skewed positively from the 2.5 normal midpoint. Both the mean of 2.608 and the median of 2.613 lend evidence to this picture of positive kurtosis.

Table 1

Descriptive Statistics for all Respondents  
to Summative Scaled Survey

MEAN	2.608	MEDIAN	2.613	MODE	2.5000
<u>SD</u>	.253	MINIMUM	1.000	MAXIMUM	4.000
VALID CASES	4447	MISSING CASES	587		

A summative mean score for students on the 80-item instrument for all students at each school was calculated and then the individual summative student mean scores were ranked from highest to lowest. Table 2 gives the individual statistics for each school's student scores. "I" prior to the rank number indicates "International" and "A" prior to the rank number indicates "American" school.

Table 2  
Rank Order of Schools by Students'  
Summary Scale Scores

Rank	Mean	<u>SD</u>	Median	Mode
I-1	2.866	.207	2.831	2.738
I-2	2.805	.217	2.799	2.550
I-3	2.772	.238	2.767	3.000
I-4	2.770	.184	2.743	2.563
I-5	2.745	.204	2.763	2.738
I-6	2.726	.208	2.709	2.675
I-7	2.721	.156	2.726	2.636
I-8	2.698	.168	2.696	2.588
I-9	2.689	.223	2.696	2.713
I-10	2.689	.196	2.656	2.550
I-11	2.683	.252	2.704	2.575
I-12	2.675	.172	2.663	2.738
I-13	2.671	.163	2.675	2.663
I-14	2.667	.214	2.652	2.550
I-15	2.638	.153	2.663	2.575
A-16	2.605	.175	2.600	2.513
I-17	2.598	.216	2.622	2.538
I-18	2.598	.222	2.616	2.663
A-19	2.583	.281	2.588	2.463
A-20	2.579	.265	2.560	2.450
A-21	2.566	.232	2.575	2.500
A-22	2.554	.214	2.544	2.500
A-23	2.549	.262	2.584	2.463
I-24	2.548	.409	2.608	2.600

Table 2 (continued)

Rank	Mean	<u>SD</u>	Median	Mode
A-25	2.545	.214	2.550	2.500
A-26	2.533	.248	2.525	2.500
A-27	2.515	.225	2.500	2.400
A-28	2.514	.176	2.541	2.575
A-29	2.506	.297	2.550	2.463
A-30	2.500	.314	2.544	2.544
A-31	2.495	.313	2.506	2.388
A-32	2.490	.219	2.488	2.363
A-33	2.484	.249	2.500	2.488

International School one (I-1) had a mean score of 2.866 which was the highest score. American school 33 (A-33) had a mean score of 2.484 which was the lowest school student mean score for all 33 schools. An overview of the table reveals that the 15 highest scores were from the International schools' student population and nine lowest were from the American schools' student population. The International schools' student scores ranged from 2.548 to 2.866. The American schools student scores ranged from 2.484 to 2.605. Table 2 begins to reveal that the International student scores are consistently higher than the American student scores. However, the range from 2.484 to 2.866 is still not an extremely large. It does demonstrate consistently that international students were

scoring at higher intercultural sensitivity levels than their counterparts in North American public high schools.

The next task was to rank the individual principal's summary score on the 80-item instrument. Table 3 presents the principal data from each school in rank fashion. The symbol of "I" prior to the rank designates an International school principal and "A" indicates an American school principal.

Table 3

Principals Ranked by Individual Scaled Scores

Rank	Mean	Rank	Mean
I-1	3.2125	A-17	2.667
I-2	3.0875	I-18	2.650
I-3	3.0750	I-19	2.6375
I-4	3.0253	I-20	2.6026
I-5	3.0125	A-21	2.6000
I-6	2.9615	I-22	2.5875
I-7	2.9500	A-23	2.5385
I-8	2.9211	A-24	2.5190
I-9	2.8750	A-25	2.4875
I-10	2.7625	A-26	2.4875
A-11	2.75	A-27	2.4250
A-12	2.7250	A-28	2.4125
I-13	2.7000	A-29	2.3500
I-14	2.6835	A-30	2.3418
I-15	2.6750	A-31	2.2625
I-16	2.6750	A-32	2.2625

In Table 3 International principal one (I-1) had a mean summary scaled score of 3.2125 which was the highest

individual principal scaled score. In comparison, American principal 31 (A-31) and 32 (A-32) have a 2.2625 mean summary scaled score. This range from 3.2125 to 2.2625 is much larger than the range found between the summary scaled scores of students in their schools. The ten highest principal scores were from the International schools and the ten lowest principal scores were from the American schools principal group. The International principals' scores ranged from 2.5875 to 3.125. The American principals' scores ranged from 2.2625 to 2.7500. Already we begin to see revealed a relationship between the principals and their students. American students and principals tended to score low and international principals and their students scored higher.

Next a table was constructed to show a rank comparison so the "Spearman" rank correlation coefficient could be derived. This presentation and calculation is presented in Table 4.

The "X" in the table represents the individual school's student rank scores and the "Y" represents the principal's rank score. One international principal did not respond in time for the research, therefore, his school was dropped. The two smallest student population schools (international) were dropped to give an equal amount of 15 International schools and 15 American schools

and keep the "N" at the preferred 30 for the Spearman Rank Correlation comparison. The removal of these scores did not have any impact on the outcome of the correlation or conclusions.

Table 4

## Spearman Rank Correlation Comparison

School	"X" Rank Student	"Y" Rank Principal	Difference	Difference Squared
1-Intl.	1	12	-11	121
2-Intl.	2	17	-15	225
3-Intl.	3	14.5	-11.5	132.25
4-Intl.	4	8	- 4	16
5-Intl.	5	4	1	1
6-Intl.	6	20	-14	196
7-Intl.	7	1	6	36
8-Intl.	8.5	9	.5	.25
9-Intl.	8.5	3	5.5	30.25
10-Intl.	10	2	8	64
11-Intl.	11	18	- 7	49
12-Intl.	12	5	7	49
13-Amer.	13	10	3	9
14-Intl.	14.5	14.5	0	0
15-Intl.	14.5	6	8.5	72.25
16-Amer.	16	7	9	81
17-Amer.	17	19	- 2	4
18-Amer.	18	29	-11	121
19-Amer.	19	22	- 3	9
20-Amer.	20	25	- 5	25
21-Intl.	21	13	8	64
22-Amer.	22	27	- 5	25
23-Amer.	23	21	- 2	4
24-Amer.	24	30	- 6	36
25-Amer.	25	16	9	81
26-Amer.	26	23.5	2.5	6.25
27-Amer.	27	23.5	3.5	12.25
28-Amer.	28	11	17	289
29-Amer.	29	26	3	9
30-Amer.	30	28	2	4

From the data presented in Table 4 a sum of the squared differences was derived. The sum of the squared differences in ranks was 1771.5. The data were treated by placing the data into a Spearman rank correlation formula ( $Ranks = 1-6$  times the sum of squared differences over  $n$  [30] times  $n$  [30] squared minus one [1]). The formula yields a Spearman Rank critical value of .601462317. When this is compared on the Critical Values Chart for the Spearman's Ranks Correlation Coefficient (Glass & Hopkins, 1984, p. 550) the correlation is found significant at all levels. The alpha .05 level would require a number greater than .305, obviously the critical value .601462317 is greater and indicates a strong correlation. In fact the correlation is significant at the even more demanding level of alpha .005 where the required critical value number must at least be .478. again Our Spearman rank critical value of .601462317 at this demanding level of correlation again indicates an extremely strong correlation.

Therefore, the first null hypothesis, that there would be no statistically significant relationship between the levels of sensitivity of principals and the levels of sensitivity of their students is rejected. The critical value is larger than the required value from the Spearman Rank critical value table and falls in the critical value region. There is a significant correlation between the

rank scores of the principals sampled with the Culture Shock Inventory and the sampling of their students' scores on the Culture Shock Inventory. Schools with low student scores tended to have principals with low scores and schools with high student score tended to have principals with high scores. This, as mentioned earlier, tended to find the American principals and students at the low end and the international principals and students at the high end.

In order to answer the second null hypothesis which states that there is no statistically significant difference between the mean scores of intercultural sensitivity of American public high school principals and the mean scores of international high school principals (at the alpha .05 level of significance) a critical  $t$  test value was derived for equality of means. Table 5 presents the significant data from the  $t$  test run for independent samples of the means of American high school principals and International high school principals. The  $t$  test was the more appropriate statistically process instead of an  $F$  ratio because of the small size of the principal sample group.

**Table 5**  
**Difference in American and International**  
**Principals' Scores on Culture Shock Inventory**

<b>Variable</b>	<b>Cases</b>	<b>Mean</b>	<b><u>SD</u></b>	<b><u>t</u> Value</b>
<b>American Principal</b>	15	2.5166	.189	-4.57
<b>International Principal</b>	17	2.8337	.201	

$p < ,9991$   
 $df = 30$

The critical  $t$  value of -4.57 is statistically significant well beyond the alpha .05 level of significance. Therefore, the second null hypothesis which states that there is no statistically significant difference between the mean scores of intercultural sensitivity of American public high school principals and the mean scores of international high school principals at the alpha .05 level of significance is rejected. There is a statistically significant difference between their mean scores. The mean score of 2.8337 for International high school principals indicates a greater amount of intercultural sensitivity in comparison to their American counterparts with a mean score of 2.5166. It appears that the International school principals are more likely to be

sensitive to intercultural issues than their American counterparts.

The third null hypothesis stated that there is no statistically significant difference between the mean scores of intercultural sensitivity of American public high school students and the mean scores of international high school students (at the alpha .05 level of significance). A one-way analysis of variance was run and Table 6a presents that data.

Table 6a

Difference in Mean Scores of American Students  
and International Students on the Culture  
Shock Inventory

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Group	Count	Mean	<u>SD</u>	Sum of Squares Between /Within	Mean Squares	<u>F</u> Ratio
Amer.	2446	2.5358	.2500	27.929	27.929	482.60
Intl.	2001	2.6951	.2285	257.239	.0579	
Total	4447	2.6075	.2533			

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p < .001  
df = 1,4445

The data presented show a significant F ratio critical value. The F critical value is significant well beyond the alpha .05 level of significance level set,

therefore, the null hypothesis that there is no statistically significant difference between the mean scores of intercultural sensitivity of American public high school students and the mean scores of International high school students is rejected. There is a statistically significant difference between the mean scores of the American students and the international students on the Culture Shock Inventory. Table 6a confirms the statement earlier that even though the range was not that large between the American students and the international students the difference was significant.

A overview of certain key data gathered in answering hypotheses two and three can be seen in Table 6b.

Table 6b

Comparison of Mean Scales Scores of Students and Principals by School Type

	International	American	Difference
Principal	2.8337	2.5166	.3171
Student	2.6951	2.5358	.1593
Difference	.1386	-.0192	

The greatest difference in means is found between the principal group scores. International principals had the highest level of intercultural sensitivity. In comparison, American school principals had the lowest level of intercultural sensitivity. Reading down the table we see that their scores were  $-.0192$  lower than their student scores. This table indicates significant differences in all the means but particularly denotes the difference in principals means is much greater than the difference in student means and the American school principals score lower than their students in contrast with the International school principals who score higher than their students.

### Explaining Differences in Culture

#### Shock Inventory Responses

##### Subscale Differences

In order to explain some of the variance in the summary scores revealed two areas were investigated. The instrument's subscale scores produced by respondents was investigated. Also, various demographic data on the respondents were employed. In this section we will look at the analysis of responses on the different subscales.

A one-way analysis of variance was run on the student mean scores in the eight individual subscales of the Culture Shock Inventory. Table 7 shows the pertinent

statistical data from the one-way analysis of variance of the student means on all eight of the subscales. Table 8 provides the subscale statistics for the American and International high school students ranked from the highest to lowest scores. Table 9 provides the eight subscales scores ranked from highest to lowest in difference between American and International principals' mean scores on the subscales.

Table 7  
Summary of Analysis of Variance of Eight  
Subscale Student Mean Scores

Subscale	Amer or Intl	Mean & Diff.	DF	F Ratio
Interpersonal Sensitivity	Amer Intl Diff	2.850 2.965 .115	4848	88.222 <sup>a</sup>
Experience	Amer Intl Diff	2.105 2.778 .673	4888	2442.9 <sup>a</sup>
Cultural Knowledge- General	Amer Intl Diff	2.741 2.639 .102	4773	96.200 <sup>a</sup>
Cognitive Flexibility	Amer Intl Diff	2.561 2.696 .135	4874	155.55 <sup>a</sup>
Cultural Behavior- General	Amer Intl Diff	2.574 2.667 .093	4761	80.956 <sup>a</sup>

Table 7 (continued)

Subscale	Amer or Intl	Mean & Diff.	<u>DF</u>	<u>F</u> Ratio
Behavioral Flexibility	Amer Intl Diff	2.716 2.782 .066	4864	36.880 <sup>a</sup>
Western Ethnocentrism	Amer Intl Diff	2.428 2.505 .077	4779	50.771 <sup>a</sup>
Cultural Knowledge- Specific	Amer Intl Diff	2.424 2.427 .003	4279	.0804 not sig

<sup>a</sup>p < .0001

Table 7 indicates that there was a statistically significant difference between mean scores of American high school students and their International high school counterparts on seven of the eight subscales. Only on the subscale Cultural Knowledge-Specific was the mean difference statistically insignificant.

Table 8 shows the rank order of American high school student respondents by the instrument subscales. American high school student scores were highest in the subscale of interpersonal scale of experience with a score of 2.105.

**Table 8**  
**Ranked American and International Student Subscale**  
**Mean Scores and Ranked Differences in Mean**

Subscale	US Rank	US Mean	Intl Rank	Intl Mean	Diff in Means	Rank Diff
Experience	8	2.105	2	2.778	1	.673
Cognitive Flexibility	5	2.561	4	2.696	2	.135
Interpersonal Sensitivity	1	2.850	1	2.965	3	.115
Cultural Knowledge-General	2	2.741	6	2.639	4	.102
Cultural Behavior-General	4	2.574	5	2.667	5	.093
Western Ethnocentrism	6	2.428	7	2.505	6	.077
Behavioral Flexibility	3	2.716	3	2.782	7	.066
Cultural Knowledge-Specific	7	2.424	8	2.427	8	.003

Table 8 shows the rank order of International high school students mean scores on the instrument's eight subscales. The International high school students' scores ranged from the high of 2.965 on the subscale of

interpersonal sensitivity to a low of 2.427 on the subscale of cultural knowledge-specific.

Table 8 displays in rank order the differences between the means of the American high school students and the international high school students on the different subscales. The difference was most extreme in the subscale of experience. The American high school students have had much less exposure to other cultures than their counterparts in the International schools. Both groups struggled with the cultural knowledge-specific subscale. This also was the subscale which showed the least difference in score; an almost unnoticeable .003 difference.

From this table we see that in every subscale the International students scored higher than the American students. The subscale of experience explained the greatest amount of variance in scores. The subscales of cognitive flexibility, interpersonal skills, and cultural knowledge in general also exhibited some variance. However, the students scored almost amazingly the same score in the cultural knowledge-specific subscale. The international student appears to be better equipped in dealing with intercultural interaction in general, but is no more knowledgeable about specific cultural information than their counterparts in North America.

The principal scores were examined by subscales and scores were compared between the American public school principals and the International school principals. Table 9 presents the statistics for all the principals by subscales. A  $t$  test critical value was found for the difference between the principal means on each of the subscales. Those subscales whose critical values fell in the critical regions deeming them significant at the alpha .05 level of significance are presented first, followed by those whose differences were found insignificant.

Table 9

Summary of Analysis of Variance on the Principals'  
Mean Subscale Scores

Subscale	Amer or Intl	Mean & Diff	Critical $t$ Value
Western Ethnocentrism	Amer Intl Diff	2.317 2.703 .386	-2.93 <sup>a</sup>
Experience	Amer Intl Diff	2.280 3.111 .831	-6.60 <sup>a</sup>
Interpersonal Sensitivity	Amer Intl Diff	2.802 3.107 .305	-2.54 <sup>a</sup>
Cultural Knowledge-General	Amer Intl Diff	2.660 2.878 .218	-2.25 <sup>a</sup>

Table 9 (continued)

Subscale	Amer or Intl	Mean & Diff	Critical t Value
Cultural Behavior-General	Amer Intl Diff	2.564 2.780 .216	-2.04 <sup>a</sup>
Cultural Knowledge-Specific	Amer Intl Diff	2.496 2.604 .108	- .87 not sig
Cognitive Flexibility	Amer Intl Diff	2.433 2.593 .160	-1.44 not sig
Behavioral Flexibility	Amer Intl Diff	2.600 2.797 .197	-1.69 not sig

<sup>a</sup>p < .05

A review of the previous three tables reveals that there were five subscales where the critical value fell in the critical region at the alpha .05 level of significance or better. Those statistically significant differences in mean scores of principals were found in subscales: western ethnocentrism, experience, interpersonal sensitivity, cultural knowledge-general, and cultural behavior-general. The subscales of behavior flexibility, cultural knowledge-specific, and cognitive flexibility did not demonstrate a statistically significant difference in the mean scores between the American public high school principals and the

International high school principals. The American high school principals' scores ranged from a 2.802 in the interpersonal sensitivity subscale to 2.280 in the subscale of experience. The International high school principals score highest in the subscale of experience with a 3.111 and lowest in the subscale of cognitive flexibility with a 2.593. The difference between principal means was greatest in the subscale experience with a .831 difference. The subscale cultural knowledge-specific demonstrated the least difference between principal means with a difference of .108.

The American students and principals ranked their first four highest subscales in the same order; interpersonal sensitivity, cultural knowledge-general, behavioral flexibility, and cultural behavior-general. However, the principals' scores were lower than their students in all those areas. The subscale experience was the low subscale score for American principals and their students. The American student score was lower than their principal scores in this subscale area. In general, the American students' and principals' scores were similar in each of the subscale areas. Interestingly, the American principals were generally lower per subscale and for the entire instrument in comparison to their students' scores.

The International principals and students had a much greater difference in their ranked scores. The international principals were highest in experience while their students ranked highest in interpersonal sensitivity. The international principals ranked lowest in cognitive flexibility while their students ranked lowest in cultural knowledge specific. The international principals scored higher than their students in every area.

Throughout the instrument and the subscales the highest scoring group consistently were the international high school principals and the lowest scoring group were the North American principals. Undoubtedly some of the variance in the difference in means and the correlation of principal perception and behaviors and student perception and behaviors can be understood more clearly after looking at the subscales scores, however, a further look into various demographic, behavior, and perception responses must also be considered in attempting to understand the variances and correlation. A review of the scores by analyzing them through these independent variables now follows.

## Explaining Differences in Culture

### Shock Inventory Responses

#### Student Backgrounds and Perceptions

The research thus far has uncovered differences in scores between American public high school students and International high school students on the Culture Shock Inventory and differences between the scores of American public high school principals and International high school principals. In both instances the American population scored significantly lower than the international population. We have also look at those differences through the eight different subscales. We now want to review the differences through various student characteristics, backgrounds, and perceptions. We will also examine students' responses through the filter of their principals' characteristics, backgrounds, and perceptions to see if there are significant differences. We will pay particularly close attention to those factors of principal's behavior that seem to make the greatest difference in student outcomes.

The student questions related to gender, grade level, multilingualism, perception of school's multicultural education program, perception of principal's involvement in school's multicultural education program,

highest academic course work, and student's ethnic/racial category.

The students' responses were analyzed by a one-way analysis after separating them into two different groups; the American public high school student responses and the International high school student responses. We began by reviewing the result of the analysis of variance in the American high school students. We are looking at the variance in their score by demographic identity in taken from the grand indexed mean score of all students. The grand mean index score is the dependent variable in this analysis. Table 10 presents this data.

Table 10

Analysis of Variance on Culture Shock Scale Scores  
of American Students Analyzed by Student  
Characteristics and Perceptions

Question and Responses	Mean for Various Responses	F Ratio
Gender		
Male	2.5156	15.022 <sup>a</sup>
Female	2.5564	

Table 10 (continued)

Question and Responses	Mean for Various Responses	F Ratio
<b>Grade level</b>		
9th	2.5095	6.8674 <sup>a</sup>
10th	2.5253	
11th	2.5629	
12th	2.5609	
<b>Multilingualism</b>		
speaks 1 language	2.5297	2.3156 not sig
speaks 2 languages	2.5607	
speaks 3 languages	2.5230	
speaks 4 languages		
<b>Multicultural school program</b>		
none existent	2.5025	7.2690 <sup>a</sup>
not comprehensive	2.5389	
somewhat compelling	2.5624	
excellent	2.5297	
<b>Principal involved in school multicultural program</b>		
not aware	2.4630	21.875 <sup>a</sup>
aware not involved	2.5330	
involved somewhat	2.5783	
actively involved	2.5431	
<b>Academic course level</b>		
Standard	2.4420	26.065 <sup>a</sup>
College Prep	2.5123	
Honors	2.5683	
AP/IB	2.5797	
<b>Racial/Ethnic category</b>		
European-American	2.5490	5.2234 <sup>a</sup>
African/African-American	2.4985	
Asian/Asian-American	2.5641	
Latin American	2.5612	
Other	2.5312	

<sup>a</sup>p < .05

The data from Table 10 show statistically significance in the difference between scores in each of the independent variables except the variable of multilingualism. In that particular variable however, there is a striking difference between monolingual students at 2.5297 and bilingual speakers at 2.5607. The cases of those students fluent in three or four languages was extremely limited and their scores were less than the bilingual students.

Females were somewhat more sensitive than males as the females scored 2.5156 and the males scored 2.5564. A trend appears to exist with the older the student the more interculturally sensitive, ninth graders scored the lowest at 2.5095 and eleventh graders scored the highest at 2.5629. The responses to the student perception questions were very interesting. The students' perception of the school's multicultural education program and their perception of their principals' awareness and involvement in the school's program were significant. In both cases the lowest scoring students were the student who were unaware of their school's program (2.5025) and perceived their principal as unaware and uninvolved in their school's program (2.4630). The students who scored the highest thought their school's program was somewhat comprehensive and compelling (2.5624) and their principal was aware and somewhat involved in their program (2.5783).

The responses also demonstrated a consistent rise in scores the more advanced the student's academic work. Students whose highest academic course was at standard level scored 2.4420 while students who were taking either Advanced Placement (AP) or International Baccalaureate (IB) courses scored highest at 2.5797. Ethnic/racial differences were discovered as well with the Asian-Americans scoring highest at 2.5641 which was significantly higher than the lowest scoring African-American group at 2.4985.

In general, the American students were more sensitive if they were female, upperclassmen, bilingual, felt their school had an active multicultural program, felt their principal was involved in that program, were taking higher level academic courses, and were Asian-American. In general the lowest scoring students were males, ninth graders, monolingual, were unaware of their school's multicultural program, were unaware of their principal's involvement in the program, taking standard courses, and were African-American.

The International student responses were also analyzed by their responses to the various independent variables. The one-way analysis of their responses are presented in Table 11.

Table 11

Analysis of Variance on Culture Shock Scaled  
Scores of International Students Analyzed by  
Student Characteristics and Perceptions

Question and Responses	Mean for Various Responses	F Ratio
<b>Gender</b>		
Male	2.6846	3.4662
Female	2.7040	not sig
<b>Grade level</b>		
9th	2.6840	
10th	2.6781	7.7704 <sup>a</sup>
11th	2.6855	
12th	2.7426	
<b>Multilingualism</b>		
speaks 1 language	2.6814	
speaks 2 languages	2.6901	3.7759 <sup>a</sup>
speaks 3 languages	2.7324	
speaks 4 languages	2.7026	
<b>Multicultural school program</b>		
none existent	2.6139	
not comprehensive	2.6730	18.569 <sup>a</sup>
somewhat compelling	2.7106	
excellent	2.7456	
<b>Principal involved in school multicultural program</b>		
not aware	2.6287	
aware not involved	2.6796	10.177 <sup>a</sup>
involved somewhat	2.7089	
actively involved	2.7199	
<b>Academic course level</b>		
Standard	2.6840	
College Prep	2.6835	3.6363 <sup>a</sup>
Honors	2.6924	
AP/IB	2.7229	
<b>Racial/Ethnic category</b>		
European-American	2.7339	
African/African-American	2.6322	
Asian/Asian-American	2.6788	6.2411 <sup>a</sup>
Latin American	2.6770	
Other	2.6980	

<sup>a</sup>p < .05

The data from Table 11 reveal similar results exist with International students as with American students. However, there were some exceptions. Unlike American students the gender status was statistically significant in explaining scale score differences of international high school students.

Two of the variables, multilingualism and grade level were not as compelling significant with smaller  $F$  ratios. However, on both of these variables the trend was clear that students who were fluent in more than one language scored higher than monolingual students and the older the student the more interculturally sensitive with ninth graders scoring the lowest at 2.6840 and twelfth graders scoring the highest at 2.7426.

The students' perception of the school's multicultural education program and their perception of their principals' awareness and involvement in the school's program were powerful. In both cases the lowest scoring students were the students who were unaware of their school's program (2.6139) and perceived their principal as unaware and uninvolved in their school's program (2.6287). The students who scored the highest thought their school's program was extremely comprehensive and compelling (2.7456) and their principal was aware and actively involved in their program (2.7199). A consistent rise in scores was evident again the more advanced the

student's academic work, except between standard and college preparatory. The case number for college prep in this group was extremely small. Students whose highest academic course was at standard level scored 2.6840 while students who were taking either Advanced Placement (AP) or International Baccalaureate (IB) courses scored highest at 2.7229. The European-Americans scored highest at 2.7339 which was significantly higher than the lowest scoring African/African-American group at 2.6322 and even the Asian/Asian-American group at 2.6788.

In general, the International students were more sensitive if they were upperclassmen, multilingual, felt their school had an active multicultural program, felt their principal was involved in that program, were taking higher level academic courses, and were European-American. In general the lowest scoring students were ninth graders, monolingual, were unaware of their school's multicultural program, were unaware of their principal's involvement in the program, taking standard or college preparatory courses, and were African-American.

In looking at the two student groups there are many similarities in their scores. In this study most striking were the low scores of students who perceived no organized multicultural education program in their school and the principal unaware of any multicultural education program in the school. Students consistently scored higher the

older they were and the more advanced their coursework. The African/African-American ethnic group consistently scored the lowest. Perhaps this is an expression of suppressed anger seen in this ethnic group in other studies.

### Explaining Differences in Culture

#### Shock Inventory Responses

##### Principals' Backgrounds, Perceptions

##### and Roles on Students' Scores

Earlier tables and data in this project have revealed a correlation between the scores of students and their principals. We know there is a relationship and we know the principal is a key player in the shaping of school climate from research presented and documented in Chapter two.

As a result it would appear to be helpful to look at principals' characteristics and their perceptions of their role in the multicultural program and school climate at their school and analyze them with their student scale scores to see if it could explain some of the variance in student scaled scores.

The principals also were asked to answer a different set of demographic questions including gender, age, multilingualism, experiences outside home state, length of stay as principal at school, location of

undergraduate education experience, undergraduate degree, perception of school's multicultural program, perception of their involvement in school's program, perception of school's climate towards diversity, and ethnic/racial category.

Each principal had their students summary mean grand index score assigned to him/her. The analysis of variance was done on the differences in the students' scores as seen through the principals' responses to the various independent variables. Table 12 presents the results of that analysis.

Table 12

Analysis of Variance on Grand Index Scores  
of Students Analyzed by Principals' Responses  
on Independent Variables

Question and Responses	Mean for Various Responses	F Ratio
Gender		
Male	2.6075	1.294
Female	2.6524	not sig
Age		
over 30	2.5330	
30-40	2.6248	.2650
40-50	2.6236	not sig
over 50	2.6340	
Multilingualism		
speaks 1 language	2.6208	
speaks 2 languages	2.6227	.2572
speaks 3 languages	2.6980	not sig
speaks 4 languages	0	

Table 12 (continued)

Question and Responses	Mean for Various Responses	F Ratio
Lived at least one year in another state		
yes	2.6603	
no	2.5390	13.370 <sup>a</sup>
Length of stay at their present school		
less than 2 yrs	2.6057	
2-4 yrs	2.6356	.2474
5-10 yrs	2.6216	not sig
more than 10 yrs	0	
Undergraduate education experience		
same state as HS	2.6409	
same state as HS and work	2.5187	4.2821 <sup>a</sup>
different from HS	2.5665	
different from HS and College	2.6851	
Undergraduate degree area		
Social Studies	2.6485	
Mathematics	2.6006	.6615
Science	2.7210	not sig
English	2.7450	
Foreign Language	2.6890	
Schools multicultural program is		
nonexistent	2.5650	
inadequate	2.5799	6.644 <sup>a</sup>
adequate and improving	2.7113	
comprehensive	2.7305	
Principal's involvement in multicultural program		
highly involved	2.6790	
involved	2.6131	.8911
aware but uninvolved	2.6037	not sig
not involved or aware	2.5875	
School climate toward diversity		
celebrates and embraces	2.6689	
tolerant	2.5955	2.684
struggles with	2.5650	not sig
not aware of	2.5000	
Racial/ethnic category		
European/European-American	2.6569	
African/African-American	2.5395	6.2200 <sup>a</sup>
Asian/Asian-American		
Latin American		

<sup>a</sup>p < .05

A review of Table 12 reveals seven demographic variables where the difference in the student means revealed by their principal's answer to the independent variable were not statistically significant. However, even with these variables that were not statistically significant there is a pattern of students scoring lower at one end and higher at the other end. With the principal's gender was significant. Just like their students the principals' reflected that female principals' student scores (2.6524) were more sensitive than the male principals' student scores (2.6075). Age and was not statistically significant, however, a pattern could clearly be seen with the younger principals' student scores being lower (2.5330) and the older principals' scores being higher (2.6340). This also followed the same pattern as students with the immature ninth graders scoring lower than the more mature and experienced twelfth graders. Question #92 asked for information regarding the multiple lingual ability of the principals. Again a similar pattern existed displaying lower students scores for monolingual principals (2.6208) versus multilingual principal student scores at (2.6980). A pattern was also evident in length of stay of the principal. The students of principals who had been at their schools less than two years scored lower than those who had been at their schools longer than two years. Students whose principals

majored in mathematics scored lowest, while those whose principals majored in English scored highest surprising above the social studies majors who should have had more undergraduate exposure to intercultural training and awareness.

The responses were deemed statistically significant, and a pattern was established. Those with the least variety of experiences, their undergraduate education was completed in the same state they went to high school and they are working, were lowest. In contrast the students of principals who did their undergraduate work in a different state from the one they went to high school and where they are currently working scored the highest. Question #93 was also statistically significant. It ask if the principal had lived in another state. Those who answered yes had students who scored significantly higher (2.6605) than those who answered no (2.5390). Question #97 was statistically significant. This variable ask the principal to assess the status of their school's multicultural program. The students of principals who thought there program was nonexistent score lowest at 2.5650, followed by the students of principals who considered their multicultural program inadequate at 2.5799. The principals who thought there program to be adequate had student scores of 2.7113. Those principals who thought their multicultural program was comprehensive

and compelling had student scores of 2.7305. A significant difference is represented from the nonexistent program scores of 2.5650 to the comprehensive and compelling program scores of 2.7113. The principals were asked about their involvement with the multicultural program. The pattern was clear with principals who were unaware of their school's multicultural program having the lowest scoring students and principals actively involved in their school's multicultural program having the highest scoring students. The principals were asked for their perception of their school's climate in regards to diversity. The principals who were unaware of their school climate regarding diversity had the lowest scoring students at 2.5000. The principals who responded that their school climate celebrated and embraced diversity had the highest scoring students at 2.6689. The last question ask the principals to identify their racial/ethnic group. The results were statistically significant with the European/European-American principals students scoring higher than the African/African-American group scoring the lowest. Again the principals' responses were very near a mirror of student responses.

From the above descriptions we can see clearly that principals who have had living experiences in more than one state, educational experiences outside their home state, have in place comprehensive and compelling

multicultural programs, and have established a school climate that celebrates and embraces diversity seem to have student bodys who are more interculturally sensitive. Principals who have lived in only one state, went to high school and college in the same state they are working, are not aware of their school's multicultural education program, and are not aware of their school's climate in regards to diversity seem to have student bodys who are much less interculturally sensitive. It also appears that students are more sensitive where the principal is actively involved in the school's multicultural educational program in contrast to schools where the principal is not involved or aware of the school's multicultural program.

CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In the twenty-first century it will be important that students are educated in an interculturally sensitive way. It is, therefore, important that we look at schools and principals who appear to be making their school climates and students interculturally sensitive.

This research study compared the intercultural sensitivity levels in International high school students and their principals with North Carolina (American) high school students and their principals. The research employed over 5,000 respondents participating from 33 different high schools in eight different countries with students from over 70 nations. To test the three hypotheses, surveys were given in 18 international high schools in East Asia and in 15 public high schools in North Carolina, USA. The survey was administered carefully to an appropriate size random sampling of each school's student population and to the principal of each school. The total student and principal group surveyed total more than 5,000 respondents. The data were gathered from principals and students in the EARCOS (East Asia

Regional Council of Overseas Schools) schools of East Asia and from all the high schools of Guilford County, North Carolina, except the high school (Grimsley High School) at which the researcher was principal. Data were also gathered from two high schools in Rockingham County, North Carolina.

This research tested three major null hypotheses.

The null hypotheses were:

1. There is no statistically significant relationship between the scores of intercultural sensitivity levels of principals and those of their students.
2. There is no statistically significant difference between the mean scores of intercultural sensitivity of American public high school principals and the mean scores of international high school principals.
3. There is no statistically significant difference between the mean scores of intercultural sensitivity of American public high school students and the mean scores of international high school students.

All three major null hypotheses were rejected.

There was found a statistically significant relationship between the scores of principals and their students.

There was a statistically significant difference between

the scores of International principals and the North American principals. There was a statistically significant difference between the scores of international students and the North American public high school students.

The intercultural sensitivity and three hypotheses were measured by using the Culture Shock Inventory (Reddin, 1981, 2nd ed., 1975). In addition, demographic information questions and perception questions were attached to the instrument at the end. Students responded to demographic questions 80 through 87. The Culture Shock Instrument consists of eight sub-scales which were examined and analyzed both in the review of literature to support their connection, appropriateness, and relevance with intercultural awareness and training and also looked at the student and principal responses to explain correlation of scores and variance in scores. The eight subscale areas were: lack of western ethnocentrism, experience, interpersonal sensitivity, cognitive flexibility, behavioral flexibility, cultural knowledge-general, cultural knowledge-specific, and cultural behavior-general. The research examined responses through the subgroups consisting of International/American and student/principal.

Also, in attempt to better understand the correlation of scores and the variance in responses,

certain independent variables were employed on the students and principals including gender, age, bilingualism, ethnicity, length of stay at school, and educational background, perceptions of schools' multicultural education program, perceptions of principals' involvement in schools' multicultural education program, and principals' assessment of schools' climate in regards to diversity.

The student and principal responses were analyzed by using appropriate statistical measures including the Spearman Rank Correlation procedure for testing correlation of rank scores, finding critical  $t$  test values for testing the significant differences in principal scores, and finding critical  $F$  values using a one-way analysis of variance to find significant differences in student scores.

To understand the difference two approaches were employed. A one-way analysis of variance on student scores on the subscales revealed statistically significant differences on subscale scores between American students and International students on seven of the eight subscales. The International students scored higher on all eight of the subscales, even on cultural knowledge-specific the one where there was not a statistically significant difference. The subscale of experience explained the greatest amount of variance in scores. The

subscales of cognitive flexibility, interpersonal skills, and cultural knowledge in general also exhibited some variance. The students scored almost amazingly the same score in the cultural knowledge-specific subscale. In general, the international students appear to be better equipped in dealing with intercultural interaction, but they are no more knowledgeable about specific cultural knowledge than their counterparts in North America.

Further t tests analysis of the principals' scores revealed that on five of the eight subscales a statistically significant difference was present between the mean scores of the International principals and the North American principals. Those five subscales were western ethnocentrism, experience, interpersonal sensitivity, cultural knowledge-general, and cultural behavior-general. The principals had much greater differences in their scores than the differences between the two student groups. The International principals scored higher than their students and shockingly the North American principals scored lower than their students.

As a result of the strong correlation between the school rank of student scores and the rank of principal scores further analysis was done looking at the impact of the principal's characteristics and perceptions in relation to their students scale scores.

The results revealed that North American students, in general, were more sensitive if they were female, upperclassmen, bilingual, felt their school had an active multicultural program, felt their principal was involved in that program, were taking higher level academic course work and were Asian-American.

In general, the International students were more sensitive if they were upperclassmen, multilingual, felt their school had an active multicultural program, felt their principal was involved in that program, were taking higher level academic courses and were European-American.

Both students group were strikingly consistently low in sensitivity levels when there was no awareness of a school multicultural program and the principal was unaware or uninvolved in the school's multicultural program.

The variables revealed that students whose principals have living experiences in more than one state, educational experience outside their home state, have in place a comprehensive and compelling multicultural program, and have established a school climate that celebrates and embraces diversity have students who are more intercultural sensitivity. It also appears that students are more sensitive where the principal is actively involved in the school's multicultural program in contrast to schools where the principal is not involved or aware of the school's multicultural program.

### Conclusions

All of the findings of this study are based upon the analyses of data from the Culture Shock Inventory (Reddin, 1981, 2nd ed., 1975) related to the perceived intercultural sensitivity levels of selected high school students and principals selected International high schools in East Asia and selected American public high schools in North Carolina. From the findings of this study, one could conclude that:

1. There is a statistically significant relationship between the intercultural sensitivity levels of high school principals and their students.
2. There is a statistically significant difference between the intercultural sensitivity levels of International high school principals and American public high school principals.
3. There is a statistically significant difference between the intercultural sensitivity levels of International high school students and American public high school students.
4. The International high school students scored higher than their American public school student counterparts on seven of the eight subscales of the Culture Shock Inventory.

5. The International high school principals scored higher than their American public school principal counterparts on all eight subscales of the Culture Shock Inventory.
6. The subscale of Experience demonstrated the greatest difference in mean scores between the International students and the American students.
7. There was a greater difference between the mean scores of the International principals and the American principals than between the International students and the American students.
8. The International principals had a higher level of intercultural sensitivity than their students.
9. The American school principals had a lower level of intercultural sensitivity than their students.
10. There was a greater difference between the mean scores of International principals and American school principals than the difference between the International school students and the American school students.
11. Both student groups were strikingly consistently low in sensitivity levels when

there was no awareness of a school multicultural program and the principal was unaware or uninvolved in the school's multicultural program.

13. Students whose principals have living experiences in more than one state, educational experience outside their home state, have in place a comprehensive and compelling multicultural program, and have established a school climate that celebrates and embraces diversity have students who are more intercultural sensitivity.
14. Students are more sensitive where the principal is actively involved in the school's multicultural program in contrast to schools where the principal is not involved or aware of the school's multicultural program.

#### Recommendations

Based upon the research and the conclusions of this study, the following recommendations are made:

1. Further research should be conducted with the Culture Shock Inventory and similar instruments to expand the amount of objective data in the field of intercultural sensitivity levels in students, principals, and other school employees.

2. Further research should be conducted to determine the specific nature of influence a principal has on school climate and particularly on intercultural relationships within the school community.
4. Further research should be conducted to better understand what shapes and influences differences in intercultural sensitivity levels in students and school employees.
5. Further research should be conducted to determine more effective ways of teaching high school students to be more interculturally sensitive in the light of these findings.
6. Further research should be conducted to determine more effective ways of training principals and other school employees in intercultural sensitivity.
7. Further research should be conducted jointly by the members of the academic community of multicultural education and intercultural training.
8. Further research should be conducted to understand the role of personal characteristics, experiences, and perceptions of the principal on student levels of intercultural sensitivity.

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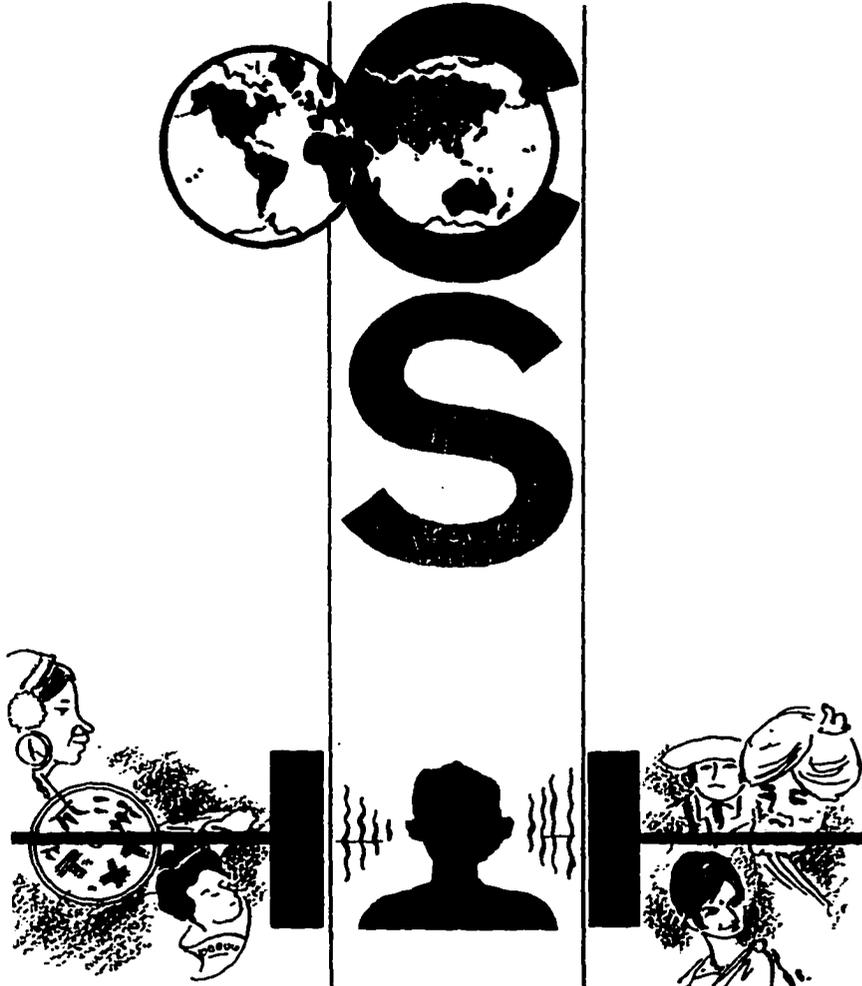
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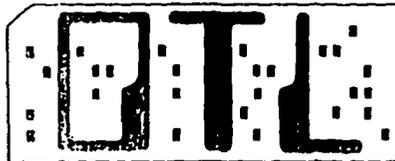
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APPENDIX A  
ORIGINAL INSTRUMENT



**CULTURE SHOCK INVENTORY**



50 (B)  
Copyright W. J. Reddla, 1970, 1978, 1981, 1991, 1994

<b>Culture Shock Inventory</b>	NAME
	(LAST)
	(FIRST)
	(MIDDLE)
YOUR SECTION	
SCORE	
PERCENTILE	

## CULTURE SHOCK INVENTORY

The Culture Shock Inventory is an 80 question agree-disagree test designed to acquaint those who expect to work outside their own culture with some of the things that may get them into trouble. Culture shock is a psychological disorientation caused by misunderstanding, or not understanding, cues from another culture. It arises from such things as lack of knowledge, limited prior experience, and personal rigidity.

### INSTRUCTIONS FOR ANSWERING

Read each statement and indicate your answer by circling either "Agree" or "Disagree".

## 3

## CULTURE SHOCK INVENTORY

- |   |       |          |
|---|-------|----------|
| 1. A great many countries would not benefit from increased industrialization.   | Agree | Disagree |
| 2. People from other countries are often invited in our home.   | Agree | Disagree |
| 3. I am never called opinionated.   | Agree | Disagree |
| 4. I have done some very unusual things that have changed my life.  | Agree | Disagree |
| 5. America is thought to be less class conscious than Britain.  | Agree | Disagree |
| 6. No languages are inferior to other languages.  | Agree | Disagree |
| 7. People in lesser developed countries do not behave in unnatural ways.  | Agree | Disagree |
| 8. The way a person stands can tell you something about that person as a person.  | Agree | Disagree |
| 9. Many countries do not want or need industrial progress.  | Agree | Disagree |
| 10. As an adult, I have had at least one very close friend from another country.  | Agree | Disagree |
| 11. I frequently change my opinion.   | Agree | Disagree |
| 12. Most people would say I'm easy going.   | Agree | Disagree |
| 13. Germans are believed to form an join clubs more than people from most other countries.                                | Agree | Disagree |
| 14. No races are born intellectually superior to other races.   | Agree | Disagree |
| 15. Work and play are not clearly different.  | Agree | Disagree |
| 16. A smile does not always indicate pleasure.  | Agree | Disagree |
| 17. If lesser developed countries remained just as they are now they would not be too badly off.                          | Agree | Disagree |
| 18. I have worked for more than three years in a country other than my own.   | Agree | Disagree |
| 19. It is always best to be completely open-minded and willing to change one's opinion.                                   | Agree | Disagree |
| 20. I would like to change.   | Agree | Disagree |
| 21. Superstition is said to play a larger part in life in Ireland than in many other countries.                           | Agree | Disagree |
| 22. Countries having no system of courts can still provide adequate justice for their people.                             | Agree | Disagree |
| 23. All ceremonies have practical value.  | Agree | Disagree |
| 24. Different people can communicate similar feelings in quite different ways.  | Agree | Disagree |
| 25. In a great many ways, people in lesser developed countries have a better life than those in industrialized countries. | Agree | Disagree |

## 4

- |     |   |       |          |
|-----|---|-------|----------|
| 26. | I have traveled for a total of at least six months in one or more countries other than the one I was born in. | Agree | Disagree |
| 27. | There is never only one right answer to questions involving people.   | Agree | Disagree |
| 28. | I am involved in several quite different kinds of social groups.  | Agree | Disagree |
| 29. | In France, art and literature are thought to be valued more than in most other countries.                     | Agree | Disagree |
| 30. | Religious beliefs may hinder a country from advancing economically.   | Agree | Disagree |
| 31. | Gracious manners in one country may be poor manners in another.   | Agree | Disagree |
| 32. | Stating a point loudly and frequently is a poor way of gaining acceptance for it.                             | Agree | Disagree |
| 33. | The average level of morality, if different at all, is probably higher in less developed countries.           | Agree | Disagree |
| 34. | I have taken a course in anthropology or read at least three professional books about other cultures.         | Agree | Disagree |
| 35. | Listening to every idea presented is always a good policy.  | Agree | Disagree |
| 36. | I often experiment with new methods of doing things.  | Agree | Disagree |
| 37. | North Americans and Latin Americans think differently about time.   | Agree | Disagree |
| 38. | People in less economically developed countries usually have well developed social customs.                   | Agree | Disagree |
| 39. | Weeping has quite different meanings in different cultures.   | Agree | Disagree |
| 40. | A person's facial expression can change the meaning of the words spoken.                                      | Agree | Disagree |
| 41. | Economic progress is by no means the most important measure of a country's advancement.                       | Agree | Disagree |
| 42. | I can converse easily in at least one language other than my own.   | Agree | Disagree |
| 43. | I sometimes change my opinion even if I am not certain I am right in doing so.                                | Agree | Disagree |
| 44. | I am very different now from two years ago.   | Agree | Disagree |
| 45. | Male friends in North America touch each other less than male friends in Latin America.                       | Agree | Disagree |
| 46. | A country's geographical position influences the way of life of its people.                                   | Agree | Disagree |
| 47. | No custom is strange to the people who practice it.   | Agree | Disagree |
| 48. | People often communicate without realizing it.  | Agree | Disagree |
| 49. | Lesser developed countries do not owe it to the world to strive to become more industrialized.                | Agree | Disagr   |
| 50. | I can make sense out of a daily newspaper in at least two languages other than my own.                        | Agree | Disagree |
| 51. | There are usually more good reasons for change than against it.   | Agree | Disagree |

## 5

52.	I seldom conform unless I have to.	Agree	Disagree
53.	In normal conversation North Americans stand further apart than Latin Americans.	Agree	Disagree
54.	In some countries only a little sympathy is felt for a sick family member.	Agree	Disagree
55.	No country is more boorish or vulgar than another.	Agree	Disagree
56.	Even slight gestures can mean and convey just as much as many words.	Agree	Disagree
57.	Industrialization has as many bad points as good ones.	Agree	Disagree
58.	I go out of my way to talk with people from other countries.	Agree	Disagree
59.	In most cases right and wrong are hard to distinguish.	Agree	Disagree
60.	I often do things on the spur of the moment.	Agree	Disagree
61.	Australians see themselves as individuals.	Agree	Disagree
62.	There is no such things as a bad smell which all nationalities would agree on.	Agree	Disagree
63.	Patterns of everyday courtesies are complex in all countries.	Agree	Disagree
64.	Clothes reflect personality.	Agree	Disagree
65.	Many lesser developed countries reject democracy as it is clearly unsuitable to their needs at the moment.	Agree	Disagree
66.	I have visited at least one other country at least six times.	Agree	Disagree
67.	I do not have many firm beliefs.	Agree	Disagree
68.	I don't usually plan too well before acting.	Agree	Disagree
69.	Religion is more important in Burma than in most countries.	Agree	Disagree
70.	It is difficult to learn the way of life of the people in another country.	Agree	Disagree
71.	Witch doctors usually help the sick.	Agree	Disagree
72.	Gazing around while listening probably indicates disinterest in what is being said.	Agree	Disagree
73.	Income has little relationship to the quality of one's life.	Agree	Disagree
74.	I have worked with people from at least two countries other than the one I was born in.	Agree	Disagree
75.	Other people very often have better ideas than I do.	Agree	Disagree
76.	I often do things differently after hearing the suggestions of others.	Agree	Disagree
77.	People in America are on a first name basis more quickly than people of most other countries.	Agree	Disagree
78.	Climate affects customs and economic development.	Agree	Disagree
79.	Marking or scarring the body nearly always serves a practical purpose in countries where it is practised.	Agree	Disagree
80.	The method of shaking hands reflects personality.	Agree	Disagree



## 7

HOW DO YOU COMPARE WITH OTHERS?

To compare yourself with other managers use the table below. This test is based on international norms of 648 predominantly North American managers. Locate the raw score in the body of the table and read at top of the column to find the category.

	Very Low VL	Low L	Average ME	High H	Very High VH
A. Lack of Western Ethnocentrism	0-3	4-5	6	7	8-10
B. Experience	0-2	3	4	5-6	7-10
C. Cognitive Flex	0-4	5	6	7	8-10
D. Behavioral Flex	0-3	4-5	6	7	8-10
E. Cultural Knowledge-Specific	0-3	4-5	6	7-8	9-10
F. Cultural Knowledge-General	0-5	6	7	8	9-10
G. Cultural Behavior-General	0-4	5	6	7	8-10
H. Interpersonal Sensitivity	0-6	7	8	9	10

WHAT IS BEING MEASURED?

The eight scales tests for western ethnocentrism (the belief that the West's way is generally best), cross cultural experience, cognitive flex, behavioral flex, cultural knowledge specific, cultural knowledge general, customs acceptance, and interpersonal sensitivity.

- A. Lack of Western Ethnocentrism  
"A great many countries would not benefit from increased industrialization."
- B. Experience  
"People from other countries are often invited in our home."
- C. Cognitive Flex  
"I am never called opinionated."
- D. Behavioral Flex  
"I have done some very unusual things that have changed my life."
- E. Cultural Knowledge - Specific  
"America is thought to be less class conscious than Britain."
- F. Cultural Knowledge - General  
"No languages are inferior to other languages."
- G. Cultural Knowledge - Behavior  
"Work and play are not clearly different."
- H. Interpersonal Sensitivity  
"The way a person stands can tell you something about that person."

**APPENDIX B**  
**MODIFIED INSTRUMENT AND WESTERN DEMOGRAPHIC**  
**QUESTIONS FOR PRINCIPALS AND STUDENTS**

<b>Tom Penland</b>	
<b>File:</b>	E:\PEN3\PENLAND.MS3
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<b>Modified:</b>	6/21/96 12:01:30 AM
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<b>SFW app:</b>	603
<b>Items:</b>	98

Demographic Field	Start	End	Min	Max	Edit
ID Number	1	10	0	999999999	No
S/P	1	1	0	999999999	Yes
A/I	2	2	0	999999999	Yes
Sch#	3	4	0	999999999	Yes

Item	Text	Response	Weight	Valence
1	A great many countries would not benefit from increased industrialization.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
2	People from other countries are often invited into our home.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
3	I am never called opinionated.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative

	C Agree	3	Positive
	D Strongly Agree	4	Positive
4	I have done some very unusual things that have changed my life.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
5	America is thought to be less class conscious than Britain.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
6	No languages are inferior to other languages.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
7	People in lesser developed countries do not behave in unnatural ways.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
8	The way a person stands can tell you something about him as a person.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
9	Many countries do not want or need industrial progress.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative

		C Agree	3	Positive
		D Strongly Agree	4	Positive
10	As an adolescent or adult, I have had at least one very close friend from another country.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
11	I frequently change my opinion.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
12	Most people would say I'm easy going.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
13	Germans are believed to form and join clubs more than people from most other countries.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
14	No races are born intellectually superior to other races.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
15	Work and play are not clearly different.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative

		C Agree	3	Positive
		D Strongly Agree	4	Positive
16	A smile does not always indicate pleasure.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
17	If lesser developed countries remained just as they are now they would not be too badly off.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
18	I have lived or worked for more than three years in a country other than my own.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
19	It is always best to be completely open-minded and willing to change one's opinion.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
20	I would like to change.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
21	Superstition is said to play a larger part in the life of Ireland than in many countries.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative

	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
22		Countries which have no system of courts can still provide adequate justice for their people.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
23		All ceremonies have practical value.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
24		Different people can communicate similar feelings in quite different ways.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
25		In a great many ways, people in lesser developed countries have a better way of life than those in industrialized countries.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
26		I have traveled for a total of at least six months in one or more countries other than the one I was born in.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
27		There is never only one right answer to questions involving people.		
	A	Strongly Disagree	1	Negative

	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
28		I am involved in several quite different kinds of social groups.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
29		In France, art and literature are thought to be valued more than in most other countries.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
30		Religious beliefs may hinder a country from advancing economically.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
31		Gracious manners in one country may be poor manners in another.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
32		Stating a point loudly and frequently is a poor way of gaining acceptance for it.		
	A	Strongly Disagree	1	Negative
	B	Disagree	2	Negative
	C	Agree	3	Positive
	D	Strongly Agree	4	Positive
33		The average level of morality, if different at all, is probably higher in less developed countries.		
	A	Strongly Disagree	1	Negative

	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
34	I have taken a course in anthropology or read at least three professional books about other cultures.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
35	Listening to every idea presented is always a good policy.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
36	I often experiment with new methods of doing things.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
37	North Americans and Latin Americans think differently about time.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
38	People in less economically developed countries usually have well developed social customs.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
39	Weeping has quite different meanings in different countries.		
	A Strongly Disagree	1	Negative

	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
40	A person's facial expression can change the meaning of the words spoken.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
41	Economic progress is by no means the most important measure of a country's advancement.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
42	I can converse easily in at least one language other than my own.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
43	I sometimes change my opinion even if I am not certain I am right in doing so.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
44	I am very different now from two years ago.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
45	Male friends in North America touch each other less than male friends in Latin America.		
	A Strongly Disagree	1	Negative

	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
46	A country's geographical position influences the way of life of its people.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
47	No custom is strange to the people who practice it.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
48	People often communicate without realizing it.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
49	Lesser developed countries do not owe it to the world to strive to become more industrialized.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
50	I can make sense out of a daily newspaper in at least two languages other than my own.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
51	There are usually more good reasons for change than against it.		
	A Strongly Disagree	1	Negative

	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
52	I seldom conform unless I have to.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
53	In normal conversation North Americans stand further apart than Latin Americans.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
54	In some countries only a little sympathy is felt for a sick family member.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
55	No country is more boorish or vulgar than another.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
56	Even slight gestures can mean and convey just as much as many words.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
57	Industrialization has as many bad points as good ones.		
	A Strongly Disagree	1	Negative

		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
58	I go out of my way to talk with people from other countries.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
59	In most cases right and wrong are hard to distinguish.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
60	I often do things on the spur of the moment.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
61	Australians see themselves as individualists.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
62	There is no such thing as a bad smell which all nationalities would agree on.			
		A Strongly Disagree	1	Negative
		B Disagree	2	Negative
		C Agree	3	Positive
		D Strongly Agree	4	Positive
63	Patterns of everyday courtesies are complex in all countries.			
		A Strongly Disagree	1	Negative

	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
64	Clothes reflect personality.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
65	Many lesser developed countries reject democracy as it is clearly unsuitable to their needs at the moment.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
66	I have visited one other country at least six times.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
67	I do not have many firm beliefs.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
68	I don't usually plan too well before acting.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
69	Religion is more important in Myanmar than in most countries.		
	A Strongly Disagree	1	Negative

	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
70	It is difficult to learn the way of life of the people in another country.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
71	Witch doctors usually help the sick.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
72	Gazing around while listening probably indicates disinterest in what is being said.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
73	Income has little relationship to the quality of ones life.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
74	I have worked or studied closely with people from at least two countries other than the one I was born in.		
	A Strongly Disagree	1	Negative
	B Disagree	2	Negative
	C Agree	3	Positive
	D Strongly Agree	4	Positive
75	Other people very often have better ideas than I do.		
	A Strongly Disagree	1	Negative

	<b>B Disagree</b>	<b>2</b>	<b>Negative</b>
	<b>C Agree</b>	<b>3</b>	<b>Positive</b>
	<b>D Strongly Agree</b>	<b>4</b>	<b>Positive</b>
<b>76</b>	<b>I often do things differently after hearing the suggestions of others.</b>		
	<b>A Strongly Disagree</b>	<b>1</b>	<b>Negative</b>
	<b>B Disagree</b>	<b>2</b>	<b>Negative</b>
	<b>C Agree</b>	<b>3</b>	<b>Positive</b>
	<b>D Strongly Agree</b>	<b>4</b>	<b>Positive</b>
<b>77</b>	<b>People in America are on a first name basis more quickly than people of most other countries.</b>		
	<b>A Strongly Disagree</b>	<b>1</b>	<b>Negative</b>
	<b>B Disagree</b>	<b>2</b>	<b>Negative</b>
	<b>C Agree</b>	<b>3</b>	<b>Positive</b>
	<b>D Strongly Agree</b>	<b>4</b>	<b>Positive</b>
<b>78</b>	<b>Climate affects customs and economic development.</b>		
	<b>A Strongly Disagree</b>	<b>1</b>	<b>Negative</b>
	<b>B Disagree</b>	<b>2</b>	<b>Negative</b>
	<b>C Agree</b>	<b>3</b>	<b>Positive</b>
	<b>D Strongly Agree</b>	<b>4</b>	<b>Positive</b>
<b>79</b>	<b>Marking or scarring the body nearly always serves a practical purpose in countries where it is practiced.</b>		
	<b>A Strongly Disagree</b>	<b>1</b>	<b>Negative</b>
	<b>B Disagree</b>	<b>2</b>	<b>Negative</b>
	<b>C Agree</b>	<b>3</b>	<b>Positive</b>
	<b>D Strongly Agree</b>	<b>4</b>	<b>Positive</b>
<b>80</b>	<b>The method of shaking hands reflects personality.</b>		
	<b>A Strongly Disagree</b>	<b>1</b>	<b>Negative</b>
	<b>B Disagree</b>	<b>2</b>	<b>Negative</b>
	<b>C Agree</b>	<b>3</b>	<b>Positive</b>
	<b>D Strongly Agree</b>	<b>4</b>	<b>Positive</b>
<b>81</b>	<b>Gender classification: (a) Male (b) Female</b>		
	<b>A Male</b>	<b>1</b>	<b>Neutral</b>

	B	Female	2	Neutral
82		Grade level: (a) 09 (b)10 (c)11 (d)12		
	A	9th	1	Neutral
	B	10th	2	Neutral
	C	11th	3	Neutral
	D	12th	4	Neutral
83		I speak fluently: (a) one language only (b) two languages (c) three languages (d) more than three languages		
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
84		I feel that our multicultural education program at our school: (a) does not exist (b) is not comprehensive or effective (c) is marginally comprehensive and effective (d) is excellent		
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
85		I feel that our principal is: (a) not aware of multicultural education (b) is aware, but not involved in multicultural education (c) is aware and somewhat involved in multicultural education. (d) is very aware and actively a school leader in multicultural education.		
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
86		I am currently taking the following highest academic level class: (a) standard/fundamental (b) College Preparatory (c) Honors (d) AP or IB		
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
87		I am identified racially/ethnically as: (a) European/Euro-American/Caucasian/White (b) African/African-American (c) Asian/Asian-American (d) Latin American/Hispanic (e) Other		

	A	A	1	Negative
	B	B	2	Negative
	C	C	3	Neutral
	D	D	4	Positive
	E	E	5	Positive
90	My gender classification is: (a) Male (b) Female			
	A	Male	1	Neutral
	B	Female	2	Neutral
91	My age is: (a) below 30 (b) 30 - 40 (c) 40 - 50 (d) over 50			
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
92	I speak fluently: (a) one language (b) two languages (c) three languages (d) four languages			
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
93	I have lived for at least 1 year in another state: (a) YES (b) NO			
	A	Yes	1	Positive
	B	No	2	Negative
94	I have been principal at this school for: (a) less than two years (b) 2-4 years (c) 5-10 years (d) more than 10 years			
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
95	I did my undergraduate education in: (a) the same state where I went to high school (b) the same state where I went to high school and I am currently working (c) the same state where I am currently working, but not where I went to high school (d) a different state from where I went to high school and did my undergraduate work.			
	A	A	1	Neutral

	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
96	In my undergraduate work I majored in: (a) Social Studies (b) Mathematics (c) Science (d) English (e) Foreign Language (f) other			
	A	A	1	Negative
	B	B	2	Negative
	C	C	3	Neutral
	D	D	4	Positive
	E	E	5	Positive
97	I feel that our multicultural education program for staff and students is: (a) non-existent (b) inadequate (c) adequate and improving (d) comprehensive and compelling			
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
98	I am : (a) highly involved in multicultural education at my school (b) involved in multicultural education at my school (c) not involved, but aware of multicultural education at my school (d) not involved, or aware of formal multicultural education efforts at my school			
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
99	I feel that our school climate: (a) celebrates and embraces cultural diversity (b) tolerates cultural diversity (c) has great struggles with cultural diversity (d) not aware of school climate in this area			
	A	A	1	Neutral
	B	B	2	Neutral
	C	C	3	Neutral
	D	D	4	Neutral
100	Ethnicity/Racially I am identified as: (a) European/Euro-American/Caucasian (b) African/African-American (c) Asian/Asian-American (d) Latin American/Hispanic (e) Other			
	A	A	1	Negative
	B	B	2	Negative
	C	C	3	Neutral

APPENDIX C  
INSTRUMENT BY SCALES

CULTURE SHOCK INVENTORY  
GROUPED BY SCALES

SCALE A - LACK OF WESTERN ETHNOCENTRISM - The degree to which the western value system is seen as possibly inappropriate for other parts of the world.

1. A great many countries would not benefit from increased industrialization.
9. Many countries do not want or need industrial progress.
17. If lesser developed countries remained just as they are now they would not be too badly off. 2. People from other countries are often invited in our home.
25. In a great many ways, people in lesser developed countries have a better way of life than those in industrialized countries.
33. The average level of morality, if different at all, is probably higher in less developed countries.
41. Economic progress is by no means the most important measure country's advancement.
49. Lesser developed countries do not owe it to the world to strive to become more industrialized.
57. Industrialization has as many bad points as good ones.
65. Many lesser developed countries reject democracy as it is clearly unsuitable to their needs at the moment.
73. Income has little relationship to the quality of ones life.

SCALE B - EXPERIENCE - The degree of direct experience with people from other countries through working, travelling and conversing, and also learned skills such as reading and speaking foreign languages.

2. People from other countries are often invited in our home.
10. As an adolescent or adult, I have had at least one very close friend from another country.
18. I have lived or worked for more than three years in a country other than my own.

## CSI- SCALE, pg. 2

- 26. I have traveled for a total of at least six months in one or more countries other than the one I was born in.
- 34. I have taken a course in anthropology or read at least three professional books about other cultures.
- 42. I can converse easily in at least one language other than my own.
- 50. I can make sense out of a daily newspaper in at least two languages other than my own.
- 58. I go out of my way to talk with people from other countries.
- 66. I have visited one other country at least six times.
- 74. I have worked or studied closely with people from at least two countries other than the one I was born in.

SCALE C - COGNITIVE FLEXIBILITY - The degree of openness to new ideas and beliefs and the degree to which these are accepted by individual.

- 3. I am never called opinionated.
- 11. I frequently change my opinion.
- 19. It is always best to be completely open-minded and willing to change ones opinion.
- 27. There is never only one right answer to questions involving people.
- 35. Listening to every idea presented is always a good policy.
- 43. I sometimes change my opinion even if I am not certain I am right in doing so.
- 51. There are usually more good reasons for change than against it.
- 57. In most cases right and wrong are hard to distinguish.
- 67. I do not have many firm beliefs.
- 75. Other people very often have better ideas than I do.

## CSI- SCALE, pg. 3

SCALE D - BEHAVIORIAL FLEXIBILITY - The degree to which ones own behavior is open to change.

4. I have done some very unusual things that have changed my life.
12. Most people would say I'm easy going.
20. I would like to change.
28. I am involved in several quite different kinds of social groups.
36. I often experiment with new methods of doing things.
44. I am very different now from two years ago.
52. I seldom conform unless I have to.
60. I often do things on the spur of the moment.
68. I don't usually plan too well before acting.
76. I often do things differently after hearing the suggestions of others.

SCALE E - CULTURAL KNOWLEDGE-SPECIFIC - The degree of awareness and understanding of various beliefs and patterns of behavior in specific other cultures.

5. America is thought to be less class conscious than Britain.
13. Germans are believed to form and join clubs more than people from most other countries.
21. Superstition is said to play a larger part in the life of Ireland than in many countries.
29. In France, art and literature are thought to be valued more than in most other countries.
37. North Americans and Latin Americans think differently about time.
45. Male friends in North America touch each other less than male friends in Latin America.
53. In normal conversation North Americans stand further apart than Latin Americans.

## CSI- SCALE, pg. 4

- 61. Australians see themselves as individualists.
- 69. Religion is more important in Myanmar than in most countries.
- 77. People in America are on a first name basis more quickly than people of most other countries.

SCALE F - CULTURAL KNOWLEDGE-GENERAL - The degree of awareness and understanding of various beliefs and institutions in other cultures.

- 6. No languages are inferior to other languages.
- 14. No races are born intellectually superior to other races.
- 22. Countries which have no system of courts can still provide adequate justice for their people.
- 30. Religious beliefs may hinder a country from advancing economically.
- 38. People in less economically developed countries usually have well developed social customs.
- 46. A country's geographical position influences the way of life of its people.
- 54. In some countries only a little sympathy is felt for a sick family member.
- 62. There is no such thing as a bad smell which all nationalities would agree on.
- 70. It is difficult to learn the way of life of the people in another country.
- 78. Climate affects customs and economic development.

SCALE G - CULTURAL BEHAVIOR-GENERAL - The degree of awareness and understanding of patterns of behavior observed in man.

- 7. People in lesser developed countries do not behave in unnatural ways.
- 15. Work and play are not clearly different.
- 23. All ceremonies have practical value.

## CSI- SCALE, pg. 5

31. Gracious manners in one country may be poor manners in another.
39. Weeping has quite different meanings in different countries.
47. No custom is strange to the people who practice it.
55. No country is more boorish or vulgar than another.
63. Patterns of everyday courtesies are complex in all countries.
71. Witch doctors usually help the sick.
79. Marking or scarring the body nearly always serves a practical purpose in countries where it is practiced.

SCALE H - INTERPERSONAL SENSITIVITY - The degree of awareness and understanding of verbal and nonverbal human behavior.

8. The way a person stands can tell you something about him as a person.
16. A smile does not always indicate pleasure.
24. Different people can communicate similar feelings in quite different ways.
32. Stating a point loudly and frequently is a poor way of gaining acceptance for it.
40. A person's facial expression can change the meaning of the words spoken.
48. People often communicate without realizing it.
56. Even slight gestures can mean and convey just as much as many words.
64. Clothes reflect personality.
72. Gazing around while listening probably indicates disinterest in what is being said.
80. The method of shaking hands reflects personality.

APPENDIX D  
SCAN SHEET





WRITE-IN AREA 1

WRITE-IN AREA 2

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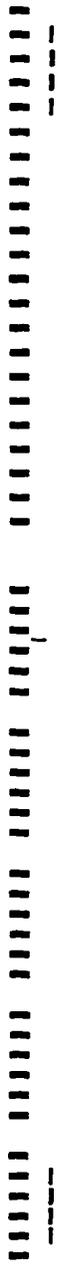
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APPENDIX E  
LETTER REQUESTING PERMISSION TO  
USE INSTRUMENT

**Grimsley Senior High School**

100 WESTOVER TERRACE      910.320.8100  
GREENSBORO, NORTH CAROLINA 27408

THOMAS J. PENLAND  
Principal

January 21, 1996

Ms. Laura Hasselman  
Organizational Tests [Canada] Ltd.  
FREDERICTON, N.B. CANADA  
P.O. BOX 324    E3B 4Y9

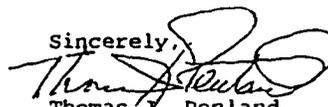
Dear Ms. Hasselman:

I have enclosed a invoice and check. I found where you had sent me the Test Manual for the Culture Shock Inventory back in April, 1991. I was working on my doctoral research at that time actively. Due to some personal issues that work had to be postponed and I am just now beginning the work again. In reviewing my research I found the enclosed invoice.

I would still like to use an adaptation of the Culture Shock Inventory for my research. I have talked to Michael Mitchell from Wisconsin, USA, and he stated that he had used an adaptation of the instrument for his master's thesis. He said that with the understanding that his research results be given to your organization he was given permission to use the instrument without charge for research. I would like to formally request the same privilege of use of the instrument for my research as well. I plan to adapt it to a 4-point likert scale and update some of the vocabulary and geographic references.

Your acceptance of my apologies for the delay in payment and consideration of my request is greatly appreciated. I would like to administer the instrument to high school students and principals this spring, thus I need a response as quickly as possible. I would send you a copy of my dissertation and any other instrument data not used in the disertation upon completion, hopefully at the end of this summer.

Sincerely,



Thomas J. Penland  
Principal

encl.  
invoice #8607  
Check

APPENDIX F  
APPROVAL LETTER FOR INSTRUMENT USE

**W. J. Reddin**  
and  
**Associates**

FEB 13 1996

February 6, 1996

Thomas J. Penland  
Grimsley Senior High School  
801 Westover Terrace  
Greensboro, NC 27408  
U. S. A.

Dear Mr. Penland:

Thank you for your letter of January 21 and enclosed check.

By this letter we grant you permission to use the Culture Shock Inventory in your doctoral studies. There is no charge for this. I enclose a sample copy of the Culture Shock Inventory. You may photocopy as many copies of this instrument as you need for your purpose, at your expense, if you need to do so.

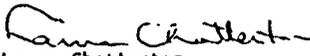
We like to keep track of theses that are done using tests designed by Bill Reddin. Please advise us of the title of your thesis and expected date of submission.

We also require a copy of your thesis when it is completed.

Several other dissertations have also been done using the Culture Shock Inventory. I enclose the information we have in the event it may be useful to you.

If I can be of further assistance please feel free to contact me.

Yours truly,

  
Laura Chatterton  
Administrator

Enc.: Culture Shock Inventory  
Fact Sheet  
Dissertations Based on Tests...Other than  
those Tests Relating to the Eight Styles  
of the 3-D Theory

# W. J. Reddin and Associates

As of August 17, 1995

## DISSERTATIONS BASED ON TESTS DESIGNED OR CO-DESIGNED BY W. J. REDDIN OTHER THAN THOSE TESTS RELATING TO THE EIGHT STYLES OF THE 3-D THEORY

Dissertations, mainly doctoral in the U.S.A., have used many of the tests designed or co-designed by W. J. Reddin as the primary instrument. This document lists tests, designed or co-designed by W. J. Reddin, used for dissertations which do not use the eight styles of the 3-D Managerial Effectiveness as their conceptual base.

Another document in similar format to this refers to dissertations which do use the eight styles as their conceptual base.

The title number is that given by University Microfilms as a purchase order number. Their address is University Microfilms Inc., P. O. Box 1764, Ann Arbor, MI 48106-1764 USA.

W. J. Reddin is pleased to make tests he designed or co-designed freely available for research use. A letter in advance is required. Free advice by telephone on research design is sometimes available if requested.

The tests used are indicated by abbreviation:

CSI	Culture Shock Inventory
OHS	Organization Health Survey
SAT	Self-Actualization Test
VI	Values Inventory
XYZ	X-Y-Z Inventory

2

<u>Name</u>	<u>Test</u>	<u>Dissertation Ref. No.</u>	<u>Area</u>
Arnold, Mary	(CSI)		Lindenwood College, Missouri
Beiter, Judy	(CSI)		University of Cincinnati, 1992
Blumstein, Ted	(XYZ)	37/2523	<u>X, Y, and Z Oriented Elementary School Principals' Attitudes Towards Participative Leadership Policies and Participative Leadership Expectations</u> Fordham University, 1976 256 pp. Order No. 76-25,760
Cameron, Susan	(CSI)		
Gill, Verne	(VI)	36/6470	<u>An Analogue Study of Interviewer Value Communication and Similarity of Values Between Interviewer and Subject</u> Ohio University, 1975 152 pp. Order No. 76-8855
Herring, Carma	(SAT)		<u>Dogmatic Thought and Self-Actualizing</u> 1989
Hollis, Saadia	(CSI)		(In Process)
Jarriel, Bernie F., Jr.	(CSI)		<u>Analysis of Nursing Students' Cultural Awareness and Preparedness to Interact Effectively with Culturally Diverse Populations</u> Georgia Southern University 1995
Kadzar, Svyetlana	(CSI)		<u>The impact of an international marketing course on the cross-cultural awareness of 4 year college students in Minnesota</u> University of Minnesota, 1991
Martin, Kathleen	(Values)		Seton Hall University, NJ
Mitchell, Michael J.	(CSI)		<u>Travel Experience and the Presence of Ethnocentrism in Middle School Students</u> University of Wisconsin-Whitewater, 1993
Murphy, E. Sue	(XYZ)		<u>Locus of Control and Assumptions About the Nature of Man Among Nurse Managers</u> Texas Woman's University, May 1988

3

<u>Name</u>	<u>Test</u>	<u>Dissertation Ref. No.</u>	<u>Area</u>
Myers, James	(EASDT) (ORS)	38/577	<u>Predicting Public Education Administrator Styles Through Administrator Values, Organization Environmental Factors, Self-Actualization Levels, and Specific Demographic Information</u> The American University, 1977 313 pp. Order No. 77-17,742
Owens, Charles	(VI)	32/4994	<u>An Investigation of the Relationship of Values and Security-Insecurity to Student Activism</u> University of New Mexico, 1971 139 pp. Order No. 72-8370
Prober, Nancy	(CSI)		(In Process)
Sheppard, Ronnie	(VI)	37/3400	<u>Affecting Children's Value Claims by Using High-Level Questioning Focused on Selected Poetry</u> North Texas State University, 1976 112 pp. Order No. 76-26,751
Shields, Christina	(CSI)		(In Process)
Singleton, Ollie	(Values)		(In Process)
Slike, Sheri	(CSI)		University of Colorado
Solezio, Elizabeth	(CSI)		<u>Development and Evaluation of a Cross-Cultural Orientation Program for Expatriate Professionals Preparing to Work, Teach, and Reside in Quito, Ecuador</u> University of Alabama, 1989
Thompson, Thelma	(VI)	35/2555	<u>Affective/Cognitive Measurement of Preschool Children: An Exploratory Study</u> United States International University, 1974 139 pp. Order No. 74-24,528

APPENDIX G  
OVERSEAS SCHOOL ITINERARY

## OVERSEAS SCHOOL SCHEDULE

- Monday Feb. 26 - Christian Academy of Japan  
Contact: Ms. Judi Moltenkof, Headmaster  
Tel - 81 424 71 0022  
FAX - 81 424 76 2200
- Tuesday, Feb. 27 - The American School in Japan  
Contact: Mr. Donald Benes, HS Principal  
Mr. Keith MacPherson, Assoc. Principal  
Tel - 81 422 34 5300 ext. 400  
FAX - 81 422 34 5308
- Wednesday, Feb. 28 - Seoul Foreign School  
Contact: Dr. Frederic Schneider, Pupil Personnel Coordinator  
Tel - 82 2 333 4551/2/6  
FAX - 82 342 759 5133
- Thursday, Feb. 29 - Seoul Foreign School  
Contact: Mr. Paul Johnson, Principal  
Tel - 82 2 335 5101  
FAX - 82 2 335 1857
- Friday, March 1 - Taejong International School  
Contact: Dr. James Wooton, Headmaster  
Mr. David Suhf, Principal  
Tel - 82 42 633 3663  
Fax - 82 42 631 5732
- Wednesday, March 6 - California International School  
Contact: Linda O'Donnell, Principal  
Tel - 852 336 3812  
FAX - 852 336 5276
- Wednesday, March 6 - International Christian School  
Contact: Dr. Frank Martens, Principal  
Tel - 852 338 9606  
FAX - 852 338 9517
- Friday, March 8 - International School of Bangkok  
Contact: Dr. Paul Deminico, Superintendent  
Tel - 66 2 583 5401 10  
FAX - 66 2 583 5431 4
- Monday, March 11 - Dalat School  
Contact: Ms. Nancy Hultquist, Principal  
Tel - 60 4 899 2105  
FAX - 60 4 890 2141

Monday, March 11 - Uplands School

Tuesday, March 12 - International School of Kuala Lumpur

Contact: Mr. Joe Stucker, Principal

Tel - 60 3 456 0522

FAX - 60 3 457 9044

Wednesday March 13 - Singapore American

Thurs & Friday March 14 - March 15 - International School Jakarta

Contact: Dr. Steve O'Brien, Principal

Tel - 62 21 769 2555

FAX - 62 21 769 7852

Monday - March 18 - International School of Manila

Contact: Mr. Jeffrey Hammett, Principal

Mr. Peter Loy, Asst. Principal

Tel - 63 2 896 9801

FAX - 63 2 899 3964

Tuesday - March 19 - Brent School, Bagulo

Contact: Dr. Brian Garton

Tel - 63 74 442 4050

FAX - 63 74 442 3638

Wednesday - March 20 - Faith Academy

Contact: Mr. Phil Parsons, Superintendent

Ms. Isabel Searson, Principal

Tel - 63 2 658 0047/48/44/43

FAX - 63 2 658 0026

APPENDIX H  
OVERSEAS SCHOOL REQUEST LETTER

HEADMASTER

**Grimsley Senior High School**801 WESTOVER TERRACE      910-370-8100  
GREENSBORO, NORTH CAROLINA 27108THOMAS J. PENLAND  
PRINCIPAL

March 5, 1996

Headmaster  
British International School - Jakarta

Dear Sir/Madam:

I am requesting your permission to gather data at your institution for my doctoral research being done in conjunction with the Educational Leadership Department at the University of North Carolina at Greensboro. I worked at Dalat School, an EARCOS member school in Malaysia, from 1979 to 1985 as principal and 1985 until 1989 as director. During that time I had the opportunity to visit many EARCOS schools, served on various committees with EARCOS administrators, and, of course attended the EARCOS administrators' conferences. I helped several colleagues gather data for their doctoral research. Since becoming principal here in Greensboro at Grimsley High School we have brought the International Baccalaureate Diploma program to our campus. We are the first school in this area and only one of five in North Carolina having the IB program. I will be attending the International Baccalaureate Heads of Schools Conference in Jakarta, Indonesia, on March 14-16, 1996. In conjunction with my attendance at that conference I would like to pull data from fifteen international high schools in the Asia theatre. I would like to include your school in the project.

In my dissertation I will determine if a relationship exists between the levels of cross-cultural sensitivity in high school principals and their students. As a second research investigation, I will compare the results of administrators and students from international schools with those in North Carolina public schools. As you are well aware, cultural diversity is an issue here in our public schools as well as in international schools. I will gather data from fifteen EARCOS high schools and fifteen public high schools in the state of North Carolina. I will use an instrument called the Cultural Shock Inventory, which I have adapted for this research. The inventory takes no longer than 30 minutes to administer. I would like permission to administer the instrument to your high school principal and to a random sampling (15% of your student body) of your high school (gr. 9-12) student body. I will, of course, share my research results with all participating schools; the schools and individuals will remain anonymous.

British International School - Jakarta  
Page Two  
March 5, 1996

Please respond back as soon as possible to my request, negatively or positively, by any of the following methods:

E-MAIL: s\_kee@hamlet.uncg.edu

FAX: 910-370-8196

PHONE: 910-370-8180 (O) 910-294-0926 (H) \*(call collect)

Once you have responded positively to my request I will immediately send you very simple directions for selecting students for the project. Please assist me if at all possible. I only need approximately 30 minutes of your principal and some of your students time. Your cooperation is greatly appreciated.

Sincerely,

Thomas J. Penland  
Principal

APPENDIX I  
OVERSEAS SCHOOLS RESPONSE FORM  
AND SAMPLE DIRECTIONS

**RESEARCH PARTICIPATION RESPONSE FORM**

**SCHOOL NAME:**

**YES, our institution can participate.**

**SCHOOL ADDRESS:**

**TELEPHONE NUMBER:**

**FAX NUMBER:**

**E-MAIL ADDRESS:**

**RESEARCH SCHOOL CONTACT PERSON:**

**No, our institution cannot participate.**

RETURN TO  
Thomas Penland, Principal  
Grimsley, HS  
801 Westover Terrace  
Greensboro, NC 27408  
Phone - 910 - 370-8180  
FAX - 910 - 370-8196  
E-mail : s\_kee@hamlet.uncg.edu

  
**Grimsley Senior High School**

910-170-8100  
GREENSBORO, NORTH CAROLINA 27408

**THOMAS J. PENLAND**  
PRINCIPAL

**FAX:**

**TO: British International School - Jakarta**

**From: Tom Penland, Principal**

**RE: More information about research visit**

Thanks for letting me impose on you and your students briefly to accomplish this research work. My committee is requiring a 95% confidence level, therefore, I will need more than 15% of your high school student body to participate. I have attached directions for whomever will be identifying the students for the survey. I have also attached a copy of the instrument.

I am handling the administration in a large group setting in the school cafeteria in the public schools here in North Carolina. This seems to be the least intrusive. However, I will work with you in whatever manner you desire. I can administer the instrument either through your teachers or in small or medium groups, or a large group. I must stress it is important that I get a random sampling by the directions attached. It should not be a stratified sample.. (grade level, certain classes, etc..) in any way. Once again, your school's cooperation and support is immeasurably appreciated.

**DIRECTIONS FOR DETERMINING RESEARCH SAMPLE GROUP**

**THANK YOU!!.. to whoever is responsible for identifying the students participating in my study. Identifying the students should be done in simple random sampling fashion. Please take an alphabetically list of all your students in grades 9-12 and select every second or third or fourth or fifth....student to participate until you have a number that is equivalent to the attached chart. For example, if in grades 9-12 your school population (N) is 95 my sample size would be 76 (S). If your grades 9-12 (N) student population is 1000 my sample size would be 278 (S). Don't worry about language proficiency, absenteeism, gender balance, grade level, etc... Just choose every second or third or fourth... Once again, THANK YOU!!**

**[EXAMPLE: Grimsley High School has 1400 students. I look on the chart and see that I need a sample (S) group of 302. I go through and pull every fifth student which would give me 280 students. I then go back to the beginning and pull every fifth student starting with the second student on the list and continue until I have 302 students selected.]**

Table 1<sup>4</sup>

Table for Determining Sample Size from Total Group Size  
(Population) where N = Total Group Size and S is Recommended  
Sample Size.

*95% confidence*

N	S	N	S	N	S
10	10	220	140	1300	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2500	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

<sup>4</sup> Krejcie and Morgan, p. 608.

**APPENDIX J**  
**REQUEST LETTER FOR ROCKINGHAM COUNTY**

=====  
**Grimsley Senior High School**  
=====

801 WESTOVER TERRACE 910-370-8100  
GREENSBORO, NORTH CAROLINA 27408

THOMAS J. PENLAND  
PRINCIPAL

April 25, 1996

Dr. George Fleetwood  
Superintendent  
Rockingham County Schools  
511 Harrington Highway  
Eden, NC 27288

Dear Dr. Fleetwood:

It was a pleasure visiting with you and your employees from Reidsville Senior High School. I wish you the very best in moving towards bringing the IB program to Rockingham County.

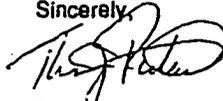
I would like to request formally that I be allowed to survey an unstratified random sampling of students at two of your high schools. I will work with any of the high schools, but as I mentioned, I know the principals at Reidsville and Morehead personally.

The survey takes about twenty-five minutes or less to complete. I am surveying all the Guilford County Schools and need two more schools to complete the fifteen schools in North Carolina. I have already completed surveying the fifteen international schools.

I have enclosed a copy of my dissertation prospectus and an example of a school information packet sent to each faculty member in each participating school.

I would really like to complete all my research by May 15, 1996. Therefore, a quick and affirmative response would be greatly appreciated. Thanks for your attention and efforts on my behalf.

Sincerely,



Thomas J. Penland  
Principal

TJP:c  
Enc.

APPENDIX K  
MEMORANDUMS TO LOCAL SCHOOLS FOR ACQUIRING  
SAMPLE GROUP AND DIRECTIONS

Date: Feb. 7, 1996

To: High School Principals  
From: Tom Penland  
Re: Assistance with research

I appreciate any assistance you, your students, and personnel can give me towards acquiring the necessary research data to complete my dissertation. I have acquired tentative approval from the Guilford County Research Committee, Dr. Weast, and UNC-G. I am flexible and will attempt to work within your parameters at your individual school.

I need the following:

- 1- A complete list of your current student body in alphabetical order.
- 2- A location to administer the instrument to about 250 - 300 of your students. (sugg.: cafeteria or auditorium) [I am willing to administer the instrument in smaller groups or have your teachers administer it, but I thought this proposed large group administration is the least intrusive to your personnel and student body.
- 3- Assistance with distributing the permission request to students. I will prepare them, but will need a way to distribute them prior to the administration.
- 4- Your randomly selected students for about 30 minutes.
- 4- I need for you to complete the instrument as well.
- 5- I need the use for about 30 minutes of two counselors or assistant principals or a combination of the two to assist me with monitoring the students.
- 6- I would like to administer the instrument in one school prior to Feb. 21, 1996. The others would be done after March 21, 1996.

Your assistance is appreciated beyond measure. In other words, "I owe all of you!"

## Sample Size Table

<i>Universe</i>	95	90	90	<i>Universe</i>	95	90	90
10	10	10	9	440	205	168	59
15	14	14	12	460	210	171	59
20	19	19	16	480	214	173	59
25	24	23	18	500	217	176	60
30	28	27	21	559	226	182	60
35	32	31	23	600	234	187	61
40	36	35	25	650	242	191	61
45	40	39	27	700	248	195	62
50	44	42	29	750	254	199	62
55	48	46	31	800	260	202	62
60	52	49	32	900	269	208	63
65	56	53	33	1000	278	213	63
70	59	56	35	1100	285	217	64
75	63	59	36	1200	291	221	64
80	66	62	37	1300	297	224	64
85	70	65	38	1400	302	227	65
90	73	68	39	1500	303	229	65
95	86	71	40	1600	310	238	65
100	80	73	41	2000	322	238	65
110	86	78	42	3000	341	248	66
120	92	83	43	4000	351	254	67
130	97	88	45	5000	357	257	67
140	103	92	46	10000	370	263	67
150	108	97	47	20000	377	267	67
160	113	101	48	30000	379	268	68
170	118	105	49	50000	381	269	68
180	123	108	49	1000000	384	271	68
190	127	112	50				
200	132	115	51				
210	136	118	51				
220	140	122	52	95/5 =	95% CONFIDENCE		
230	144	125	52		5% SAMPLING ERROR		
240	148	127	53	90/5 =	90% CONFIDENCE		
250	152	130	53		5% SAMPLING ERROR		
260	155	133	54	90/10 =	90% CONFIDENCE		
270	159	135	54		10% SAMPLING ERROR		
280	162	138	55				
290	165	140	55				
300	169	143	55				
320	175	147	56				
340	181	151	57				
360	186	155	57				
380	191	158	58				
400	196	162	58				
420	201	165	58				

DR. WILLIAM J. BANACH

**DIRECTIONS FOR DETERMINING RESEARCH SAMPLE GROUP**

**THANK YOU!!.. to whoever is responsible for identifying the students participating in my study. Identifying the students should be done in simple random sampling fashion. Please take an alphabetically list of all your students in grades 9-12 and select every second or third or fourth or fifth....student to participate until you have a number that is equivalent to the attached chart. For example, if in grades 9-12 your school population (N) is 95 my sample size would be 76 (S). If your grades 9-12 (N) student population is 1000 my sample size would be 278 (S). Don't worry about language proficiency, absenteeism, gender balance, grade level, etc... Just choose every second or third or fourth... Once again, THANK YOU!!**

**[EXAMPLE: Grimsley High School has 1400 students. I look on the chart and see that I need a sample (S) group of 302. I go through and pull every fifth student which would give me 280 students. I then go back to the beginning and pull every fifth student starting with the second student on the list and continue until I have 302 students selected.]**

**Date:** Feb. 19, 1996

**To:** Eastern Guilford HS Faculty

**From:** Ms. Teague/Mr. Penland

**Re:** Information about research survey

Mr. Penland will be administering a survey to a random sampling of our student body on Wednesday afternoon, March 21, during the last portion of period B-4. You will find with this memo a list of students selected and a parent information letter. Please do the following:

- 1- Check the list for students in YOUR B-4 class.
- 2- On Monday afternoon give your students selected a copy of the letter to take home. (They do not need to bring it back unless they don't want to participate. Just photocopy if you need extra copies.)
- 3- On Wednesday afternoon at approximately 2:40 p.m. please dismiss your selected students to go to the cafeteria. They will remain there for the rest of the period.

Thanks for your assistance and support of this research project.

Date: 05/27/96  
To: Morehead HS Faculty  
From: Mr. Thomas J. Penland, Principal, Grimsley HS  
Mr. Tom Harger, Principal, Morehead HS  
Dr. George Fleetwood, Supt. Rockingham County Schools  
Re: UNC-G/Rockingham/Guilford County School System Research Project

I have attached a list of students who were randomly selected to participate on WEDNESDAY, MAY 29th in a research project sponsored by UNC-G, Guilford County Schools, and Rockingham County Schools. Please review the list of students and compare with your third period class roster for Wednesday. If you find students on the list and on your Wednesday third period roster please do the following:

- 1- On TUESDAY give them a letter of notice to be taken home. They do not have to return it unless they do not want to be included in the survey. Please tell them that they have been selected randomly and their responses will remain anonymous. (Your letters of notice should be included in this packet. If you need extras please copy the necessary amount needed.)
- 2- On WEDNESDAY please release these students at 10:30 a.m. to report to the cafeteria. They will remain in the cafeteria until the end of the period. All supplies will be provided. However, they should bring their personal effects from your classroom since they will not return to their third period classrooms.

Thanks for your attention to this important matter.

APPENDIX L  
EXAMPLE OF A STUDENT GROUP

## MOREHEAD SENIOR HIGH SCHOOL

AARON JASON LEE  
 ALLEN BRANDON KEITH  
 ARTIS TANIKA M  
 AYERS BRANDON BEAU  
 BARKER CHRISTOPHER E  
 BATEMAN CHRISTINA GAIL  
 BELCHER WILLIAM C  
 BLACKWELL JEROME MERIEL  
 BOYTE KEVIN ALEXAND  
 BROADNAX BERTINA R  
 BROWN AMANDA M  
 BUCKNER BRIDGET LYNN  
 BURROUGHS JENNIFER A  
 CARTER JAMES DAVID  
 CATES RICHARD MARK  
 CHURCH JOANNA DEVON  
 COBBS TONY ALFONZO  
 COMBEY LAKEISHA E  
 CORUM JUSTIN DALE  
 CRADDOCK KERRYETH BRIAN  
 CROUCH MATTHEW ALAN  
 DALTON WATER LEWIS  
 DEHART JOANNA LAYNE  
 DILLARD HARRIET NICOLE  
 DONOVANT JASON LEE  
 DUREE NICHOLAS JOHN  
 EGGLESTON V HAGAN  
 FARRIS LORNE MICHAEL  
 FOX RHETT STERLING  
 GALLOWAY JAMIE EVERETTE  
 GILES ALICIA EILEEN  
 GOODMAN WENDI  
 HAIRSTON CHRISTOPHER  
 HALL CANDACE MARIE  
 HAMPTON BRYAN  
 HARDY ANTASHA  
 HAYMORE M BRANDON  
 HICKS AUTUMN BROOKE  
 HOLLAND MISTY LYNN  
 HORTON ROBBIE JOE  
 HUMNICOTT ADAM RUSSELL  
 ISLEY MICHAEL DERRIK  
 JOHNSON CHRISTOPHER R  
 JONES LORI ANN  
 KEARNEY JAMES FRANKLIN  
 KEYES TIMOTHY CURTIS  
 KNIGHTEN BRADLEY LEE  
 LEAKE SHERRROD  
 LEWIS JENNIFER M  
 LOWE BOBBY JAMES  
 MANNES JENNIFER CAROL  
 MARTIN KEVIN LEE  
 ASSETZ JULIA DEANNA  
 ALLEN KENNETH DUANE  
 ASBURY MICHAEL E  
 BAILEY FRED NELSON  
 BARNES HOLLY THOMAS  
 BEASLEY NATASHA LYNN  
 BIGGS MICHAEL A  
 BOOTH DANA FRANCES  
 BRAME CASEY LOUISE  
 BROADNAX KAIRASA L  
 BROWN JUSTIN MORRIS  
 BURGESS CHARLES B  
 CAMPBELL JESSICA MARIE  
 CARTER LUCAS GARRET  
 CHANDLER BETSY  
 CLARK CHRISTOPHER C  
 COLE KENNETH WAYNE  
 COOK ANDREW WILLIAM  
 CORUM SARA MICHELLE  
 CRANFORD MICHAEL JASON  
 CRUMPLER RICHARD DOUGL  
 DARSY MANDY MARANDA  
 DENNY ANGEL LAHETTE  
 DILLARD TRAVIS LAMAR  
 DOYLE MICHAEL L  
 EAMES KIMBERLY DAWN  
 EVANS SUSAN ELIZABETH  
 FINNEY ANDREA BETH  
 FREEMAN CHARLES F  
 GARRETT JAIME PRICE  
 GLADDEN JENNIFER LAURA  
 GRAVES LAUREN PEYTON  
 HAIRSTON MICHELLE LEE  
 HALL TINA ANN  
 HAMPTON NETASHA LYNN  
 HARRIS JULIE ERIN  
 HEDRICK ARCHIE PHILLIP  
 HINES KIMBERLY DAWN  
 HOLLIMAN NEAL GEORGE F  
 HOWELL ANGEL NICOLE  
 HURST GAIL LEE  
 JACKSON JERMAINE A  
 JOHNSON STEPHON  
 JOYCE ELIZABETH ANN  
 KEITH TIMOTHY LEWIS  
 KING JESSICA  
 KYLE MICHELLE LYNN  
 LEMONS OWEN MICHAEL  
 LEWIS PHILLIP  
 LOWMASTER DOROTHY L  
 MARTIN BRENT LEA  
 MAYNARD CHASITY DAWN  
 ADKINS BRADLEY M  
 ANDERSON ROBERT SCOTT  
 AUSTIN DARRELL L  
 BARGER KATIE IRENE  
 BARNETT WENDELL KEITH  
 BECKERT ROBERT WILLIAM  
 BLACKSTOCK ELWOOD LANONT  
 BOULDING TABITHA  
 BRANNOCK COREY  
 BROADUS SAM HAMMOND  
 BROWN ROBERT  
 BURLESON KATHRYN  
 CARTER AMANDA  
 CASEY DEVIN LEIGH  
 CHERRY BRITTAIN KING  
 CLAY MICHAEL WAYNE  
 COMBS LAURAN CYNTHIA  
 CORUM ANGELA MARIE  
 COVINGTON DARRELL ROBERT  
 CRAWFORD MICHAEL DWAYNE  
 DABBS TOSHIMA T  
 DAVIS JONATHAN JAMES  
 DICKENS BRANDY MICHELLE  
 DISHMON CRYSTAL LYNN  
 DUNCAN MARY ANN  
 EDMONDS JERRY DONALD  
 FAGGE MEGAN LANE  
 FOOTE LATOYA J  
 FREY BROOKE  
 GAULDIN JOANNA ASHLEY  
 GOMEZ LUIS MANUEL  
 GRUBBS RANDY MARION  
 HALE JASON DANIEL  
 HAMM BILLIE JO  
 HANCOCK JASON LANFORD  
 HATHAWAY ERIN MICHELLE  
 HENSLEY HEATHER JAY  
 HOERTER SEAN WILLIAM  
 HOPKINS ANAMDA LYNN  
 HUGHES BERYL DEVONA  
 HYLTON BRANDON KYLE  
 JAVAID HANAN A  
 JHONES JEREMY BLAKE  
 KALLAM DAVID MICHAEL  
 KELLEY JESSE EARL  
 KINGSTON KEVIN JOEL  
 LATHAM NATHANIEL T  
 LEWIS AMY JEAN  
 LOFTIS SHANNON E  
 MADDREY JOSEPH HUNTLEY  
 MARTIN EVERETT M  
 MCCULLOR CANDICE LASHAY

MCKAY JASON C	MCLEOD KYLE RICHARD	MCNEILLY MATHEW ALLEN
MEARS JANA KAY	MEERS RANDIE C	MILLNER CRYSTAL
MIMS DARINA FAY	MITCHELL SHERRY BETH	MOORE JOSHUA DAVID
MOORE STEPHEN A	MORRIS CHARLES MATHAM	MORRISON ALTON O'NEIL
MOYER ANNIE DELORES	MOYER LATISHA R	MUSHINSKI MELLISA RHAE
NEAL ESTHER JOY	NELSON STEPHANIE	NIXON JENNIFER ANN
ODELL TEDDY BRANDON	ORANGE THOMAS DWAYNE	OVERBY CHARLES ANDY
OVERBY TRALAINA MARIE	PARKER RICKY WAYNE	FATE ROBBY GENE
PEADAR TREY	PEELER REGINALD LEE	PERKINS HEATHER E
PETTIGREW ALICE CHARLENE	PHELPS ROBERT WAYNE	PHIPPS ERICA DANIELLE
POPLIN TAYLOR LEIGH	PRATT HEATHER DAWN	PRICE MARGARET DENIS
FRUITT CHUCK	PURDY KESICA RAQUEL	RAMEY DIANE MICHELLE
RAYMOND DAVID MICHAEL	REESE ROBERT WAYNE	REYNOLDS DONNA KAY
RICHARDSON JOSHUA M	RIPPY EVAN BLAINE	ROBERTS JEFFERY BOYCE
ROBERTSON CHRISTINA LEE	RODGERS ASHLEY LYNN	RORRER MELISSA RENEE
RUCKER MICHAEL L	SANDS MACKENSIE JO	SCALES LANCE P
SCALES TRACEY DENISE	SETLIFF ROBIN MICHELLE	SHARPE BRANDI NICOLE
SHOCKLEY ANDELA LEE	SHOEMAKER JULIE C	SHROPSHIRE JOSHUA GRAY
SILVERS DANIEL J	SIZEMORE MARGARET M	SLAUGHTER JON MARK
SMITH CARA SUTTON	SMITH DONNA R	SMITH JESSICA
SMITH MEDRA ALEACE	SMITH SHERRY M	SNOWDY CHRISTOPHER R
SPIVEY WESLEY B	STERLING KEITH ALLEN	STEWART STAPHANIE R
STRANGE FRANK LEVAR	SWINNEY JULIE LYNN	TARPLEY NICQUITA C
THACKER STEPHEN ANDREW	THOMAS LAURA NICOLE	THOMPSON HALICIA
THURMAN TIFFANY M	TINSLEY ROCHELLE	TRUITT JENNIFER BO
TYER MELISSA LYNN	VAUGHN JERRY	VOSS MICHAEL JOEL
WALKER KARLA LYNN	WALL RONALD DEMETRI	WATKINS JAMES DEON
WAY MATTHEW D	WHITE ROD	WIDERMAN LEIGHANN
WILLIAMS BYRON R	WILLIAMS KEVIN LEE	WILLIAMSON SARA E
WILSON ALLEN WESLEY	WILSON JASON DALE	WINFIELD ANYA LATOYA
WOODBURY JONATHAN D	WOODS IAN BARRIMORE	WOOTEN KENNETTE R
WYATT BONNIE SUZANNE		